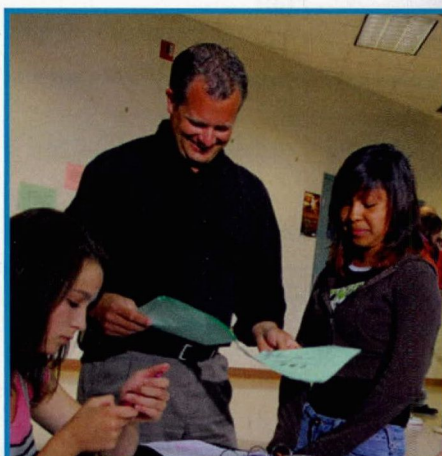


# GUIDE TO EDUCATION

## ECS TO GRADE 12

2015–2016





# **Guide to Education**

## **ECS to Grade 12 2015–2016**

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Guide to Education: ECS to Grade 12* is authorized in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended, for use in Alberta schools.

[Original Signed]

Deputy Minister of Education





Available in electronic format on the [Alberta Education](#) website.

The electronic version of the *Guide* is a PDF document that makes use of internal links to redirect you to other places within the document. If you wish to return to your original location after using an internal link, press and hold the "Alt" key while simultaneously pressing the left arrow key on your keyboard. (Note that this feature may not be supported by all browsers.)

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All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The primary intended audience for the *Guide* is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

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The education of our students is fundamental to shaping a preferred provincial, national and global future. It is also essential in maintaining Alberta's standard of living and ensuring our global competitiveness. Our education system must simultaneously prepare the citizens of tomorrow while equipping our students with the knowledge and skills they need to be successful in a rapidly changing economy and society.

Alberta Education's [business plan](#) provides direction for the future of education in Alberta. The initiatives in Alberta Education's business plan describe directions that will help our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial high school completion requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and attitudes to pursue learning throughout their lives.

The *Guide* is developed by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It is consistent with the objectives and underlying principles of the [School Act](#) and contains key requirements and other information for the implementation of education programming and the operation of schools.

## Purposes of the Guide

The *Guide* serves the following purposes:

- to support Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level
- to provide information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- to communicate information useful in organizing and operating Alberta schools to meet the needs of children/students
- to serve as the key policy repository for the ministry.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in their communities. The [Program Foundations](#) section of the *Guide* defines basic education and outlines the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the [School Act](#).

## Definitions

The terms "board" and "school" in this document are in accordance with the definitions used in the [School Act](#). In the *Guide*, the term "school jurisdiction" refers to an Alberta public or separate school division, Francophone Regional authority, or charter school. The term "school authority" includes school jurisdictions, accredited-funded private schools and private early childhood services (ECS) operators.



### Document Availability

The [Guide](#) is available on the Alberta Education website.

The French version of the *Guide to Education: ECS to Grade 12*, entitled [Guide de l'éducation: Préscolaire – 12<sup>e</sup> année](#), can also be accessed on the Alberta Education website.

Current versions of the complete statutes and regulations can be accessed via the [Queen's Printer](#) website.

### Provincial Approach to Student Information (PASI)

The Provincial Approach to Student Information (PASI) is a multi-year initiative with the objective of developing and delivering a repository of student information, shareable in a real-time and online environment, among all Alberta schools, school authorities and Alberta Education. Schools and school authorities may use PASIprep directly to submit information or they may use their local school information system that is integrated with PASI.

### Alberta Student Number (ASN)

Alberta Education assigns every student a unique nine-digit Alberta Student Number (ASN). The ASN is required for students to receive services from Alberta Education.

It is the responsibility of each school to ensure that students are aware of their ASN. To assist in this awareness it is recommended that a student's ASN be incorporated into any official documentation produced by a school or school authority and be included in the official student record. Some examples of official documentation include student identification cards, report cards and progress reports.

### myPass

Alberta Education's myPass is a secure self-service website for high school students to:

- view and print diploma examination results statements
- order transcripts
- view progress toward a credential (diploma or certificate)
- view student information
- view and print a detailed academic report
- order additional copies of a credential.

To request access to myPass, visit [mypass.alberta.ca](http://mypass.alberta.ca).

### Identification of Content Changes

A [Summary of Key Changes](#), which identifies significant updates since the previous edition of the *Guide*, is posted on the Alberta Education website. However, users are encouraged to familiarize themselves with the *Guide* in its entirety.



## Alberta Education Mission

The ministry ensures that inclusive learning opportunities enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. Key outcomes are focused on providing policy direction, funding and assurance to the Kindergarten to Grade 12 education system so that all students are successful at learning.

## Ministerial Order on Student Learning

[Ministerial Order \(#001/2013\)](#)  
[School Act](#), Section 39(1)

This ministerial order sets the goals and standards for student learning outcomes.

WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society.

WHEREAS education in Alberta is based on the values of opportunity, fairness, citizenship, choice, diversity, and excellence.

WHEREAS the educational best interest of the child is the paramount consideration in making decisions about a child's education.

WHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the learner than on the system; on competencies than on content; on inquiry, discovery and the application of knowledge than on the dissemination of information; and on technology to support the creation and sharing of knowledge than on technology to support teaching.

WHEREAS competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living, are developed over time and through a set of related learner outcomes.

WHEREAS students will study subjects; learn reading, writing and mathematics; and focus more deeply on a curriculum that allows for more interdisciplinary learning through competencies that are explicit in all subjects.

WHEREAS an Engaged Thinker knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning.



WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

- 1 Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.
- 2 The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
  - (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
  - (2) strive for engagement and personal excellence in their learning journey;
  - (3) employ literacy and numeracy to construct and communicate meaning; and
  - (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
    - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
    - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
    - (c) identify and solve complex problems;
    - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
    - (e) innovate: create, generate and apply new ideas or concepts;
    - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
    - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
    - (h) demonstrate good communication skills and the ability to work cooperatively with others;



- (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
- (j) identify and apply career and life skills through personal growth and well-being.

## Programming Principles

*School Act*, Section 39(1)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for all subject-area courses and programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study. Programs of study are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, schools, teachers and students. Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- evaluating student progress
- providing time for learning based on student progress.

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs are responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways (e.g., by introducing enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time).

## General Principles for Effective Programming

The following principles provide a general guide for programming:

### **Outcomes are clearly defined.**

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection of outcomes for student learning must be based on the programs of study. These outcomes should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified, and exemplars are provided and communicated to all involved.



### **Planning is based on assessments of student progress.**

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and of what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

### **Learning experiences are connected.**

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- *Communication between School and Home*  
Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure the continuity of learning experiences.
- *Connections across Subject Areas*  
There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.
- *Partnerships between School and Community*  
What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.
- *Consistency between Programs of Study and Assessment*  
Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.
- *Coordination between Schools*  
When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to the programs of study.

### **Programming responds to the learning progress of students.**

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits



- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the programs of study
- decision making about future programming based upon assessment of students.

### Programming responds to the developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

### Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to students' learning needs:

#### INDICATORS OF EFFECTIVE PROGRAMMING

Characteristics	Indicators
The learning needs and progress of each student are known.	<ul style="list-style-type: none"> <li>• Parents are aware of the learning needs and educational progress of their children.</li> <li>• Teachers are aware of the characteristics and learning needs of individual students.</li> <li>• Teachers are aware of student progress in previous years.</li> <li>• Teachers are aware of student progress in other program areas.</li> <li>• Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.</li> </ul>
Instruction is based on the student's current level of achievement.	<ul style="list-style-type: none"> <li>• Students are able to successfully complete the learning activities they are assigned.</li> <li>• Students show continuous growth in their learning.</li> </ul>
Connections are made between what the student already knows and what the student learns next.	<ul style="list-style-type: none"> <li>• Students can describe the relationship between what they are currently studying and what they have previously studied.</li> <li>• Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs.</li> </ul>
School learning experiences provide challenge.	<ul style="list-style-type: none"> <li>• Students show interest in their studies.</li> <li>• Parents comment on student interest and achievement.</li> <li>• Students experience a wide range of approaches to learning.</li> <li>• At any given time, different students can be observed working on different tasks.</li> <li>• Students use a variety of sources to complete their work.</li> <li>• Students take initiative in and show responsibility for their learning.</li> </ul>







## Introduction

[\*School Act\*, RSA 2000, c. S-3](#)

The *School Act* sets out the legal parameters that govern the education of students in Alberta. This section contains extracts from the *School Act* that highlight the roles and responsibilities of parents, students, teachers, principals and school councils.

Extracts from the *School Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the parent, student, teacher and principal. References are also made to the sections of the *School Act* that highlight the importance of providing students and board staff with a welcoming, caring, respectful and safe learning environment, Bullying Awareness and Prevention Week, support for student organizations and notice to parents.

Readers are advised to access the complete [statute](#) on the [Queen's Printer](#) website.

## The Parent

[\*School Act\*](#), Preamble and Sections 1(1)(q), 1(2), 16.2

The preamble of the *School Act* states that parents have a right and responsibility to make decisions respecting the education of their children. The definition of parent is set out in section 1 of the *School Act* and includes:

- the guardian as set out in section 20 of the [\*Family Law Act\*](#),
- the guardian appointed under Part 1, Division 5 of the [\*Child, Youth and Family Enhancement Act\*](#) or section 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian's appointment,
- the guardian appointed under a will or document referred to in section 22 of the *Family Law Act* whose appointment has taken effect, if the guardian notifies the board in writing of the guardian's appointment,
- the individual who has care and control of the student as a result of the change if the student's guardian resided in Alberta and has changed the guardian's residence so that it is outside Alberta or unknown,
- the guardian of a student appointed under a temporary or permanent guardianship order or a permanent guardianship agreement under the *Child, Youth and Family Enhancement Act* if the guardian notifies the board in writing of the guardian's appointment, or
- the Minister of Justice and Solicitor General if the student is in custody under the [\*Corrections Act\*](#), the [\*Corrections and Conditional Release Act\*](#) (Canada) or the [\*Youth Criminal Justice Act\*](#) (Canada).

Section 16.2 of the *School Act* states that a parent of a student has the responsibility:

- (a) to take an active role in the student's educational success, including assisting the student in complying with section 12,
- (b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (c) to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- (d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (e) to engage in the student's school community.



## The Student

School Act, Sections 1(1)(gg), 12

Section 1(1)(gg) of the *School Act* defines a “student” as an individual who is:

- (i) enrolled in a school, or
- (ii) required under section 13 to attend school.

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student’s studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student’s teachers for the student’s conduct;
- (f) respect the rights of others;
- (g) ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- (i) positively contribute to the student’s school and community.

## Independent Student

School Act, Section 1(1)(m)

Section 1(1)(m) of the *School Act* defines an “independent student” as a student who is:

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
  - (A) who is living independently, or
  - (B) who is a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

## Resident Student

School Act, Sections 1(1)(x), 4(4), 6(3), 44, 45, 273

Section 1(1)(x) of the *School Act* defines a “resident student” as an individual who is entitled to have access to an education program under section 8 and who is a resident student as determined under section 44.

Section 44 of the *School Act* contains the general provisions that can be used to determine whether a student is a “resident student.” Section 273 of the *School Act* is used to determine a person’s residence. Section 45 of the *School Act* sets out the responsibilities of boards in relation to a “resident student.”



Although Francophone Education Regions and their Regional Authorities do not have “resident students,” section 4(4) and section 6(3) of the *School Act* state:

- 4 (4) If a provision of this Act applies to a Region, a reference to a resident student in the provision as it applies to the Region is deemed to be a reference to a student enrolled in a school operated by the Regional authority, if any.
- 6 (3) If a student is the child of a Francophone and is enrolled in a school operated by a Regional authority, the student continues to be a resident student of a board of a district, of a division or, if section 44(7) applies to the student, of the Government, but section 45 does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a Regional authority.

## Student Attendance

*School Act*, Sections 12(b), 13, 14, 60(3)(b)

Section 13 of the *School Act* states that an individual who:

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age,

shall attend school.

School jurisdictions may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13(5). Enforcing school attendance is described under section 14.

## Attendance Board

*School Act*, Sections 13, 14, 15, 126–130

The *Attendance Board* provides a means to address and seek solutions to issues or problems regarding attendance at school. School jurisdictions and private schools may make referrals to the Attendance Board, under section 15, when a student who is required to attend school under section 13 does not attend school. Under section 126, before referring a matter to the Attendance Board, the student must be advised of the student’s duty to attend school under section 13 and all reasonable efforts must be made to enforce the student’s attendance at school.

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and/or the parent to do a number of things, including:

- directing the student to attend school
- directing the parent to send the student to school
- directing the student to take a program or course
- reporting the matter to a director under the *Child, Youth and Family Enhancement Act*
- imposing a monetary penalty on the parent for each day the student does not attend school and/or
- giving any other direction that the Attendance Board considers appropriate based on the circumstances.

An order of the Attendance Board, when filed with the Court of Queen’s Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen’s Bench.



## Suspension

School Act, Sections 1(1)(hh), 24

The *School Act* outlines the requirements related to the suspension of students.

Suspension is defined in the *School Act* by section 1(1)(hh):

“suspend” means to remove a student

- (i) from school,
- (ii) from one or more class periods, courses or education programs, or
- (iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

- 24 (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
- (a) the student has failed to comply with section 12,
  - (b) the student has failed to comply with the code of conduct established under section 45.1(2), or
  - (c) the student’s conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school.
- (2) A teacher may suspend a student from one class period.
- (3) A principal may suspend a student
- (a) from school,
  - (b) from one or more class periods, courses or education programs, or
  - (c) from riding in a school bus.
- (4) A principal may reinstate a student suspended under subsection (2) or (3).
- (5) When a student is suspended under subsection (3), the principal shall
- (a) forthwith inform the student’s parent of the suspension,
  - (b) report in writing to the student’s parent all the circumstances respecting the suspension, and
  - (c) if requested, provide an opportunity to meet with the student’s parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
- (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
- (a) forthwith inform the board of the suspension, and
  - (b) report in writing to the board all the circumstances respecting the suspension and the principal’s recommendations,
- and the student remains suspended until the board has made a decision under subsection (8).



- (7) The principal may recommend that the board expel the student if
  - (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12,
  - (b) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the code of conduct established under section 45.1(2), or
  - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school.
- (8) The board shall within 10 school days after the date of the suspension
  - (a) reinstate the student, or
  - (b) expel the student from school in accordance with section 25.
- (9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

## Expulsion

School Act, Sections 1(1)(j), 25

The *School Act* outlines requirements related to the expulsion of students. Expulsion is defined in the *School Act* by section 1(1)(j):

"expel" means to remove a student

- (i) from school
- (ii) from one or more courses or education programs, or
- (iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

Section 25 of the *School Act* outlines the expulsion process:

- 25 (1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if
  - (a) the principal has recommended that the board expel the student, and
  - (b) the student has been offered another education program by the board.
- (2) An expulsion must be for a period of more than 10 school days.
- (3) When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
  - (a) of the expulsion, and
  - (b) of the right to request a review under section 124.
- (4) The board may re-enrol a student who has been expelled.

For further clarification or information regarding the student suspension and expulsion processes, contact [Learner Services Branch](#).



## Review by the Minister

School Act, Section 124(1)

Section 124(1) of the *School Act* states that if a board makes a decision on an appeal to it or otherwise with respect to certain specific matters, the parent of a student affected by the decision or the student, if the student is 16 years of age or older, may request in writing that the Minister review the decision of the board.

Section 124 of the *School Act* states the specific matters that the Minister may review. They include:

- the placement of a student in a special education program
- a matter related to an individual's entitlement under section 23 of the Canadian Charter of Rights and Freedoms regarding minority language education rights
- a home education program
- the expulsion of a student
- the amount and payment of fees and costs
- access to, or accuracy or completeness of a student record.

The Minister may also review matters related to:

- a decision made by a Special Needs Tribunal (see section 48 of the *School Act*)
- an individual's eligibility to be enrolled in a charter school (see section 14 of the Charter Schools Regulation).

## The Teacher

School Act, Sections 1(1)(ii), 18(1), 18(2)

Certification of Teachers Regulation, AR 3/1999 (*School Act*, s. 94)

Practice Review of Teachers Regulation, AR 11/2010 (*School Act*, s. 94)

Section 1(1)(ii) of the *School Act* defines a teacher as an individual who holds a certificate of qualification as a teacher issued under this Act.

Section 18(1) of the *School Act* states that a teacher, while providing instruction or supervision, must:

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- (d) encourage and foster learning in students;
- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;



- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Section 18(2) of the *School Act* states that at any time during the period of time that a teacher is under an obligation to the board to provide instruction or supervision or to carry out duties assigned to the teacher by a principal or the board, a teacher must, at the request of the board,

- (a) participate in curriculum development and field testing of new curriculum;
- (b) develop, field test and mark provincial achievement tests and diploma examinations;
- (c) supervise student teachers.

## The Principal

*School Act*, Sections 1(1)(r), 20

Section 1(1)(r) of the *School Act* defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 20 of the *School Act* states that a principal of a school must:

- (a) provide instructional leadership in the school;
- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- (c) evaluate or provide for the evaluation of programs offered in the school;
- (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- (e) direct the management of the school;
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (g) promote co-operation between the school and the community that it serves;
- (h) supervise the evaluation and advancement of students;
- (i) evaluate the teachers employed in the school;
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

## The School Council

*School Act*, Section 22

*School Councils Regulation*, AR 113/2007

Section 22 of the *School Act* states that:

- (1) A school council shall be established in accordance with the regulations for each school operated by a board.
- (2) The majority of the members of a school council shall be parents of students enrolled in the school.



- (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion,
  - (a) advise the principal and the board respecting any matter relating to the school,
  - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
  - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
  - (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
  - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.
- (10) The Minister may make regulations
  - (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;
  - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
  - (c) respecting any other matter the Minister considers necessary respecting school councils;
  - (d) exempting a school or class of schools from the application of this section.

The [\*Alberta School Council Resource Manual\*](#) provides information on the operation of school councils and is available on the Alberta Education website.



## Welcoming, Caring, Respectful and Safe Learning Environments

*School Act*, Sections 1(1)(b.1), 12, 16.2, 45.1

Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Section 1(1)(b.1) of the *School Act* states that:

“bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.

### Students

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (f) respect the rights of others;
- (g) ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

### Parents

Section 16.2 of the *School Act* states that a parent of a student has the responsibility

- (b) to ensure that the parent’s conduct contributes to a welcoming, caring, respectful and safe learning environment.

### Board responsibility

Section 45.1 of the *School Act* states that:

- (1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- (2) A board shall establish, implement and maintain a policy respecting the board’s obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.
- (3) A code of conduct established under subsection (2) must
  - (a) be made publicly available,
  - (b) be reviewed every year,
  - (c) be provided to all staff of the board, students of the board and parents of students of the board,



(d) contain the following elements:

- (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
- (ii) one or more statements that address the prohibited grounds of discrimination set out in the [Alberta Human Rights Act](#);
- (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
- (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,

and

(e) be in accordance with any further requirements established by the Minister by order.

(4) An order of the Minister under subsection (3)(e) must be made publicly available.

## Bullying Awareness and Prevention Week

[School Act](#), Section 43.1

Section 43.1 of the *School Act* states that:

- (1) The 3rd week in November in each year is Bullying Awareness and Prevention Week.
- (2) The purpose of subsection (1) is to promote awareness and understanding of bullying and its consequences in the school community.

## Support for Student Organizations

[School Act](#), Section 16.1

Section 16.1 of the *School Act* states that:

- (1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall
  - (a) permit the establishment of the student organization or the holding of the activity at the school, and
  - (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- (2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
- (3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.



- (4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- (5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),
  - (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
  - (b) that staff member shall be deemed to be available to serve as the staff liaison.

## Religious and Patriotic Instruction

School Act, Section 50

Section 50 of the *School Act* states that:

- (1) A board may
  - (a) prescribe religious instruction to be offered to its students;
  - (b) prescribe religious exercises for its students;
  - (c) prescribe patriotic instruction to be offered to its students;
  - (d) prescribe patriotic exercises for its students;
  - (e) permit persons other than teachers to provide religious instruction or exercises to its students.
- (2) Where a teacher or other person providing religious instruction or exercises or a teacher providing patriotic instruction or exercises receives a written request signed by a parent of a student that the student be excluded from religious instruction or exercises or patriotic instruction or exercises, or both, the teacher or other person shall, in accordance with the request of the parent, permit the student
  - (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
  - (b) to remain in the classroom or place without taking part in the instruction or exercises.

## Notice to Parent

School Act, Sections 50.1, 50.2

Section 50.1 of the *School Act* states that:

- (1) A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.
- (2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher or other person shall in accordance with the request of the parent permit the student, without academic penalty,
  - (a) to leave the classroom or place where the instruction, course of study or educational program is taking place or the instructional materials are being used for the duration of the part of the instruction, course of study or educational program, or the use of the instructional materials, that includes the subject-matter referred to in subsection (1), or



- (b) to remain in the classroom or place without taking part in the instruction, course of study or educational program or using the instructional materials.
- (3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course of study, educational program, instruction or exercises or in the use of instructional materials.

### **Complaint process**

Section 50.2 of the *School Act* states that:

- (1) If a board, teacher or other person fails to comply with section 50 or 50.1, that failure to comply is deemed to be a decision that may be appealed in accordance with section 123.
- (2) A decision of the board under section 123 with respect to an appeal relating to subsection (1) is final.



## Child, Youth and Family Enhancement Act

[\*Child, Youth and Family Enhancement Act, RSA 2000, c. C-12\*](#)

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. Section 4 of the *Child, Youth and Family Enhancement Act* states the following:

### Reporting child in need

- 4 (1) Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director.
  - (1.1) A referral received pursuant to section 35 of the *Youth Criminal Justice Act* (Canada) is deemed to be a report made under subsection (1).
- (2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.
- (3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.
- (4) No action lies against a person reporting pursuant to this section, including a person who reports information referred to in subsection (3), unless the reporting is done maliciously or without reasonable and probable grounds for the belief.
- (5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.
- (6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than \$2000 and in default of payment to imprisonment for a term of not more than 6 months.

## Freedom of Information and Protection of Privacy Act

[\*Freedom of Information and Protection of Privacy Act, RSA 2000, c. F-25\*](#)

The *Freedom of Information and Protection of Privacy Act* (FOIP) sets out the requirements that school jurisdictions must follow to provide a right of access to records and to protect the privacy of individuals by controlling the manner in which personal information is collected, used and disclosed. For more information, visit the [FOIP](#) website.

## Personal Information Protection Act

[\*Personal Information Protection Act, SA 2003, c. P-6.5\*](#)

The *Personal Information Protection Act* (PIPA) governs the collection, use and disclosure of personal information by private schools and private ECS operators and the right of an individual to have access to their own personal information. For more information, visit the [PIPA](#) website.



## Public Interest Disclosure (Whistleblower Protection) Act

*Public Interest Disclosure Act, SA 2012, c. P-39.5*

The *Public Interest Disclosure Act* (PIDA) facilitates the disclosure of wrongdoing and protects those who make disclosures from reprisals. The Act applies to public entities in Alberta, including public, separate, Francophone, charter and accredited-funded private school authorities. For more information, visit Alberta's [Public Interest Commissioner](#) website.

## Remembrance Day Act

*Remembrance Day Act, RSA 2000, c. R-16*

The *Remembrance Day Act* outlines the requirements for the observance of Remembrance Day in schools.

### School remembrance ceremony

- 1 (1) A board, as defined in the [School Act](#), shall on Remembrance Day, with respect to each of its schools,
  - (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
  - (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
- (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
- (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

## Teaching Profession Act

*Teaching Profession Act, RSA 2000, c. T-2*

The *Teaching Profession Act* creates the [Alberta Teachers' Association](#) (ATA) as the teachers' professional organization in Alberta and sets out provisions governing membership and the discipline of members.

Sections 16 to 60 of the *Teaching Profession Act* outline the process for addressing complaints regarding alleged unprofessional conduct of teachers who are active members of the ATA.

The [Practice Review Bylaws](#), enacted pursuant to section 8(1)(g.1) of the *Teaching Profession Act*, provide a process for addressing complaints regarding alleged incompetent teaching practices of teachers who are active members of the ATA.



## Introduction

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the [School Act](#) are also noted.

All regulations are available on the [Queen's Printer](#) website.

### Charter Schools Regulation

[Charter Schools Regulation, AR 212/2002](#)  
[School Act](#), Sections 31–38

This regulation addresses the establishment of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. For more information, see the [Charter Schools](#) section.

### Early Childhood Services Regulation

[Early Childhood Services Regulation, AR 31/2002](#)  
[School Act](#), Section 30

This regulation sets out the requirements for the operation of early childhood services programs, including safety standards, programs, policies, record keeping, financial reporting and insurance. For more information, see the [Early Childhood Services](#) section.

### Home Education Regulation

[Home Education Regulation, AR 145/2006](#)  
[School Act](#), Section 29

This regulation sets out the requirements for the operation of a home education program, including the requirement that the home education program be under the supervision of an associate board or an associate private school as defined in the regulation. For more information, see the [Home Education](#) section and the [Home Education Handbook](#).

### Practice Review of Teachers Regulation

[Practice Review of Teachers Regulation, AR 11/2010](#)  
[School Act](#), Section 94

This regulation provides a process for addressing complaints regarding alleged unprofessional conduct and/or the alleged incompetent teaching practices of teachers who are not active members of the ATA (teachers in private, charter and band-operated schools).

### Private Schools Regulation

[Private Schools Regulation, AR 190/2000](#)  
[School Act](#), Section 28

This regulation addresses the application for registration and accreditation of private schools; the required programs for registered private schools, accredited private schools and accredited-funded private schools; the records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; three-year education plans; annual reports; required insurance; and financial reporting.



The regulation also requires private schools, among other obligations, to complete an annual operating plan (*Notice of Intent to Operate* form), to keep student records and to ensure student records follow the student when the student changes schools.

### School Councils Regulation

[\*School Councils Regulation\*, AR 113/2007](#)  
[\*School Act\*, Section 22](#)

The *School Councils Regulation* governs the establishment and suspension of school councils.

Section 13 of the *School Councils Regulation* identifies responsibilities of school boards in relation to school councils. This includes providing the opportunity for school councils to be involved in the development of the school's mission, vision and philosophy; policies; annual education plan and annual results report; and budget.

Additional information about the *School Councils Regulation* is available in the [\*Alberta School Council Resource Manual\*](#). Also see [Planning Resources for School Authorities](#) on the Alberta Education website.

### Student Evaluation Regulation

[\*Student Evaluation Regulation\*, AR 177/2003](#)  
[\*School Act\*, Section 39\(3\)\(c\)](#)

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process that may include a Special Cases Committee; ministerial determination of fees; and use of evaluation results. For more information, see the [Special Cases Committee](#) section.

### Student Record Regulation

[\*Student Record Regulation\*, AR 225/2006](#)  
[\*School Act\*, Section 23](#)

This regulation provides guidance with respect to the information that must be managed and maintained on the student record. It addresses retention periods, procedures for the transfer of student records when students change to schools within or outside of Alberta, the disposal and destruction of records and regulation compliance. It also addresses the right of access to a record and the various instances where a board may disclose information from the student record to third parties while ensuring that the disclosure of information is in accordance with the [\*Freedom of Information and Protection of Privacy Act\*](#) (FOIP). Private schools, which are subject to certain provisions of this regulation, are also referred to the [\*Personal Information Protection Act\*](#) (PIPA) for direction in addressing the disclosure of information in student records.



## Introduction

The following policies, listed in alphabetical order, are mandatory; however, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

### Daily Physical Activity Policy

To increase students' physical activity levels, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes a day through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. For more information, see the [Daily Physical Activity](#) section.

### English as a Second Language Policy

To facilitate the integration of English language learners into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets students' needs. Such programming is critical in helping English language learners participate fully in Alberta's ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society. For more information, see [English as a Second Language \(ESL\)](#) on the Alberta Education website.

### Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools in providing grades 4 to 9 Health and Life Skills, and Career and Life Management, shall ensure that the human sexuality component is offered to all students. Under section 50.1 of the *School Act*, parents must be provided with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. For more information, see [Notice under Section 50.1 of the School Act](#).

### Inclusive Education Policy

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the [Ministerial Order on Student Learning](#), school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

For more information, see [Supporting Every Student](#) on the Alberta Education website.

### Learning Commons Policy

To support students in attaining the goals and standards as stated in the [Ministerial Order on Student Learning](#), school authorities must ensure that students have access to a learning commons. A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.



For more information, see the [Learning Commons](#) section.

### Locally Developed Courses Policy

School authorities offering locally developed courses must adhere to the approval processes and requirements contained in the Locally Developed Courses section of the *Guide* and the Locally Developed Courses Online Management System ([LDCOMS](#)). School authorities offering locally developed religious studies courses must ensure that course content includes a comparative study of other major world religions.

For more information, see the [Locally Developed Courses](#) section of the *Guide*.

### Student Evaluation Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for:

- accurate, fair and equitable student evaluation;
- the student's right of appeal and procedures for appeal;
- the role of the student and the teacher in evaluations;
- the use of evaluation information for the improvement of the quality of educational programs; and
- timely communication of evaluation information to students, parents and school councils.

For more information, see the [Student Assessment: Kindergarten to Grade 9](#) and [Student Assessment in Senior High School](#) sections.

### Teacher Growth, Supervision and Evaluation Policy

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practise consistently in keeping with the [Teaching Quality Standard](#). For more information, see [Teacher Growth, Supervision and Evaluation Policy](#) on the Alberta Education website.

### Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 3, 6 and 9 assessment results and Grade 12 diploma examination results, and use these assessment results to complement locally designed and administered student evaluation procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more information, see:

- [School Authority Planning and Reporting](#)
- [Achievement Testing Program General Information Bulletin](#)
- [Provincial Achievement Tests Subject Bulletins](#)
- [Diploma Examinations Program General Information Bulletin](#)
- [Diploma Examinations Information Bulletins](#).

Year 2 of the Student Learning Assessments (SLAs) pilot will take place in the fall of 2015 for Grade 3 students. Reporting requirements for SLAs are still to be determined. For more information on SLAs, see the [Student Learning Assessments](#) section.



## Introduction

The following standards specify compulsory acceptable levels of educational program delivery.

### Ministerial Order on Student Learning

[Ministerial Order \(#001/2013\)](#)

This ministerial order sets the goals and standards for student learning outcomes. See the [Program Foundations](#) section.

### Standards for the Provision of Early Childhood Special Education

The [Standards for the Provision of Early Childhood Special Education](#) outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education funding. For more information, see the [Supports and Services for Children](#) section.

### Standards for Special Education, Amended June 2004

[Ministerial Order \(#015/2004\)](#)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. The [Standards for Special Education, Amended June 2004](#) contains these requirements. For more information, see the [Supports and Services for Students](#) section.

### Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

[Ministerial Order \(#016/97\)](#)

This ministerial order applies to teacher certification, professional development, supervision and evaluation, and is supported by descriptions of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.







## Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools. See the [Alberta Education](#) website for all documents referenced in this section.

### Alberta Education Business Plan

The [Alberta Education Business Plan](#) identifies goals, priority initiatives and performance measures for improving the provincial education system.

### Alberta Programs of Study

The Alberta [programs of study](#) are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

### Funding Manual for School Authorities

The [Funding Manual for School Authorities](#) defines the terms and criteria under which a school jurisdiction, accredited-funded private school or private ECS operator may obtain funding.

### Policy and Requirements for Education Planning and Results Reporting

Section 14(2) of the [Fiscal Management Act](#) requires accountable organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year in the form, at a time and containing the information acceptable to the Minister.

Section 13(1) of the [School Councils Regulation](#) requires school boards to provide the school council with the opportunity to provide advice on the development of the school's mission, vision and philosophy; annual education plan; annual results report; and budget. Section 13(2) requires school boards to provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures. These requirements are incorporated into the [Policy and Requirements for School Board Planning and Results Reporting](#) and the [Policy and Requirements for Charter School Planning and Results Reporting](#).

These planning and results reporting documents provide guidance on the legislative authority and requirements for school jurisdictions and accredited-funded private schools (see [Policy and Requirements for Accredited Private School Planning and Results Reporting](#)) in preparing, updating and reporting on their three-year education plans. The planning and results reporting documents also contain the [School Authority Accountability Policy](#). Guidelines and advice to assist school authorities with planning and reporting are contained in a separate document: [School Authority Planning and Reporting: Reference Guide](#).







## Programs of Study

[School Act](#), Section 39(1)

Alberta Education develops programs of study in both English and French. The [programs of study](#) are prescribed by the Minister pursuant to section 39(1) of the *School Act*.

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
  - General Outcomes
  - Specific Outcomes.

See the Alberta Education website for all programs of study.

## Supports and Services for Children

[School Act](#), Section 30

[Early Childhood Services Regulation](#), AR 31/2002

[Standards for the Provision of Early Childhood Special Education](#)

Alberta Education supports the education of children with special needs. Section 30(1) of the *School Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a child who, as of September 1, is younger than 6 years of age, if the parent of the child requests it.

A child attending an ECS program is not considered a resident of the board, or entitled to any of the rights or benefits given to a student under the Act.

The *Standards for the Provision of Early Childhood Special Education* outlines school authority program delivery requirements and expectations that support Alberta Education's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

As per the [Funding Manual for School Authorities](#) (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs. This programming:

- is based on an [individualized program plan](#) (IPP); all children with special needs, including children who are gifted and talented, require IPPs
- provides parents with opportunities to participate in decisions affecting their children's education
- may be provided in a variety of settings
- is based on the results of continuous assessment and evaluation
- provides for programming that is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved.

Alberta Education has developed a set of [Early Childhood Services Fact Sheets](#). For more information, contact [School Accreditation and Standards](#).



## Supports and Services for Students

[School Act](#), Sections 16.2, 45, 47

[Ministerial Order \(#015/2004\) – Standards for Special Education, Amended June 2004](#)

[Ministerial Order on Student Learning \(#001/2013\)](#)

Alberta Education supports the education of students with special needs. Sections 45 and 47 of the *School Act* outline board responsibilities related to students, including the obligations to provide to each student enrolled in a school operated by the board an education program that will give the student the opportunity to meet the standards of education set by the Minister. School boards are responsible for assessing the learning needs of students and identifying appropriate strategies and supports. Parents have a right and responsibility to work with boards to ensure their children's needs are met subject to limitations based upon reasonableness in each circumstance.

The *Standards for Special Education, Amended June 2004* is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

In order to meet the needs of students, programming:

- is based on an [individualized program plan](#) (IPP) or instructional support plan (ISP); all students with special needs, including students who are gifted and talented, require IPPs/ISPs
- may be provided in a variety of settings
- is based on information gathered, including the results of ongoing assessment, observation and evaluation
- provides access to an educational program that is relevant, meaningful and age-appropriate, using the programs of study as a starting point of instruction.

Students with special needs taking courses for credit are expected to meet those course requirements using the supports outlined in the student's IPP/ISP.

For more information, contact [School Accreditation and Standards](#).

## Inclusive Education

Alberta Education has produced a number of resources that include information and strategies for addressing the diverse learning needs of children and students and that support the implementation of the [Inclusive Education Policy](#). To access these resources, visit [Supporting Every Student](#) on the Alberta Education website.

## Francophone Education

[School Act](#), Section 10

Alberta Education recognizes that English and French are the official languages of Canada. Canadian citizens belonging to the Francophone minority in Alberta have the right to have their children educated in Francophone schools according to section 23 of the [Canadian Charter of Rights and Freedoms](#) and section 10 of the *School Act*.

Section 23 right holders may exercise their rights under the *Canadian Charter of Rights and Freedoms* by enrolling their children in a Francophone school operated by a Francophone Regional authority.



To support the education of children and students eligible for Francophone education, the Francophone school provides appropriate programming that reflects the pillars of Francophone education: language, identity, culture and community integration. Francophone Regional authorities should consult [Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education in Alberta](#), available on the Alberta Education website. Also see [Francophone education](#) on the Alberta Education website.

## Francisation (Francophone)

Francisation programming is comprised of targeted instructional supports to eligible children and students registered in a Francophone education program offered by Francophone Regional authorities, to assist children and students in developing the French language competencies that will allow them to fully integrate socially, academically, culturally and at the community level as a Francophone and in Canadian society in general.

Alberta Education's [Seuils repères pour la francisation, de la maternelle à la 12<sup>e</sup> année](#) (K to 12 Francisation benchmarks) and other supports found in the digital resource [La francisation: l'affaire de tout le monde](#) have been developed in collaboration with Francophone Regional authorities to guide Francisation programming and support teachers in assessing and reporting progress of Francophone students with Francisation needs.

Refer to the [Funding Manual for School Authorities](#) for information on Francisation coding and funding.

For more information, see [Francisation](#) on the Alberta Education website or contact [French Language Education Services](#).

## Curriculum Implementation, Kindergarten to Grade 12

Provincial implementation dates for new programs of study are not yet determined. Dates will be determined in consultation with education partners based on readiness and supports for implementation. For more information, see [Kindergarten to Grade 12 Curriculum Implementation](#) on the Alberta Education website.

## Learning and Teaching Resources

[School Act](#), Section 39(1)

Pursuant to section 39(1) of the *School Act*, the Minister may authorize instructional materials for use in schools.

A [database](#) of all authorized learning and teaching resources is available on the Alberta Education website. Some authorized learning and teaching resources and provincial resource subscriptions are also available digitally from [LearnAlberta.ca](#).

## First Nations, Métis and Inuit Education

Alberta Education supports First Nations, Métis and Inuit (FNMI) student success with a number of key strategies, including establishing collaborative partnerships with First Nations and Métis leadership and communities; building relationships and engagement with FNMI parents and families; developing culturally relevant learning resources and program supports; increasing the number of FNMI professionals in the education workforce; and providing professional development in FNMI education. The [First Nations, Métis and Inuit Education Policy Framework](#) provides the basis for the implementation of student-focused strategies that increase all Albertans' understanding of FNMI cultures, peoples and histories. Information about FNMI education, the [FNMI Collaborative Framework](#), [FNMI Families, Parents and Communities: Supporting Engagement](#), the [Memorandum of Understanding for First Nations Education in Alberta](#) and other initiatives and resources are available on the [Alberta Education](#) website. For additional information, contact the [First Nations, Métis and Inuit Education Division](#).



Schools are encouraged to use learning resources that increase and strengthen Albertans' knowledge and understanding of FNMI cultures, worldviews and histories; treaty and Aboriginal rights; the legacy of residential schools; and FNMI lands and governance. FNMI perspectives are being infused into programs of study and resources developed by Alberta Education through ongoing consultation with FNMI teachers, Elders and community members. Alberta Education worked in partnership with FNMI educators and Elders to develop the [Aboriginal Studies 10–20–30 Program of Studies](#). Alberta Education also publishes resources such as [Walking Together: FNMI Perspectives in Curriculum](#), [Aboriginal Studies videos](#), [Promising Practices in FNMI Education: Case Studies](#) and [Our Words, Our Ways](#) to assist teachers and schools in improving education outcomes for FNMI students. For further information, see [curriculum](#) and [resources](#) pertaining to FNMI education.

The Aboriginal Learner Data Collection Initiative (ALDCI) requires that school authorities include an Aboriginal self-identity question on student registration forms. The required wording for this question is listed in [ALDCI Information for School Authorities](#). This document also provides advice about how schools should submit this information to Alberta Education. The data obtained under this initiative allows the ministry to monitor and report on education outcomes, such as achievement levels for FNMI students, and to allocate differential FNMI funding to school authorities.

Closing the gap in educational achievement for FNMI students is a priority in Alberta. FNMI students may require program planning and instructional supports to achieve grade-level expectations. Differential funding, based on the number of self-identified FNMI students, is provided to assist school authorities in meeting local needs. For further information on funding for FNMI students, see the [Funding Manual for School Authorities](#).

School authorities intending to offer [First Nations, Métis or Inuit \(FNMI\) languages programs](#) may choose from Alberta Education programs of study, such as Blackfoot or Cree language and culture programs, or they may use [locally developed/acquired and authorized courses](#) in FNMI languages such as Nakota/Nakoda or others.

### Adult Programming in the K–12 Education System

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions:

- No public, post-secondary institutions offer similar programs within the board's jurisdiction.
- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.
- All adult programs are offered on a cost-recovery basis using full-cost accounting.
- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.
- All records and accountability information are available on demand for inspection by Alberta Education.
- Any adult vocational training is licensed through the [Private Vocational Training Act](#).
- No board under the [School Act](#) may use the term “college” in connection with its educational or other activities.
- No funding provided to support ECS to Grade 12 programs is diverted to support any courses, programs or vocational training for adults.



The following definitions apply to the requirements for adult programming:

- “Adult” means an individual who on September 1 of the current school year is 19 years of age or older.
- “Adult program” means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.
- “Adult vocational training” means a program of instruction provided to adults in a vocation.
- “Vocation” means a particular occupation, business, profession or calling.
- “Jurisdiction” means the geographical area in the province where education services are delivered by, and resident students are governed by, an operating school board.
- “Separate organizational unit” means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.
- “Full-cost accounting” means a model that provides details on all the costs associated with producing a product or service.







## Early Childhood Services

[\*School Act\*, Section 30](#)

[\*Early Childhood Services Regulation\*, AR 31/2002](#)

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. Kindergarten is part of the ECS continuum of programs and refers specifically to the education program for children in the year prior to Grade 1.

In ECS programs, young children participate as active learners within developmentally appropriate learning experiences and develop knowledge, skills and attitudes that lay the foundation for subsequent learning.

ECS programs may be offered in accordance with section 30 of the *School Act*. As per the [\*Funding Manual for School Authorities\*](#) (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs.

### Kindergarten

Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the learner expectations outlined in the [\*Kindergarten Program Statement\*](#), the [\*Programme d'éducation de maternelle – français langue première\*](#) or the [\*Programme d'éducation de maternelle – immersion\*](#).

The guiding principles within the Kindergarten Program Statement (English and French versions) are the basis of all ECS programs. Additionally, these program statements describe the learning that is foundational for future learning and development.

### Access to Minimum Hours of Instruction

As per the [\*Funding Manual for School Authorities\*](#), ECS operators shall provide access to a minimum of 475 hours of instructional program activities for each child during a school year.

For individual children, modification to these hours based on the child's developmental level and educational needs is possible and should be recorded in the child's [\*individualized program plan\*](#).

### Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or [\*individualized program plans\*](#) through:

- face-to-face interaction with children for the purpose of teaching and assessing children's achievement of outcomes, and/or
- interaction with children who are engaged in classroom learning in a Kindergarten, preschool, playschool, daycare or child-care setting, and/or family-oriented programming sessions.

### Instructional Time

Instructional time includes time scheduled for the purposes of instruction and other activities for children where direct child-teacher interaction and supervision are maintained.



A school may use a maximum of 35 hours of instructional time for activities, such as:

- visits to the child's home<sup>①</sup>
- staggered entry
- small group days
- demonstration of child learning in child-parent-teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

Instructional time does not include:

- teacher convention days
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children.

### Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. The ECS home program must be planned, delivered and evaluated by a certificated teacher, and must be comprised of at least 22 visits to the home of one and a half hours or longer per visit.

For additional information, see the [Funding Manual for School Authorities](#).

For individual children with disabilities who live in a remote area, the ECS operator should contact [School Accreditation and Standards](#) to discuss program options.

## Grade 1 to Grade 9

### Access to Minimum Hours of Instruction

[School Act](#), Section 39(1)(c)

To ensure equitable access for Grade 1 to Grade 9 students, a minimum number of instructional hours is specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and as per the [Funding Manual for School Authorities](#), and to allow for a balanced program that leads to the student learning outcomes outlined in the [Ministerial Order on Student Learning](#), schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

**Note:** For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

<sup>①</sup> These visits support the transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.



## Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or [individualized program plans](#)/instructional support plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, self-directed instructional resources, independent study, online education and/or distance education, and/or
- supervision of student workplace learning.

## Instructional Time: Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority–declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

## Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time:

- In accordance with section 39(1)(c) of the *School Act* and as per the [Funding Manual for School Authorities](#), all students must be provided access to a minimum number of hours of instruction. See [Access to Minimum Hours of Instruction \(ECS\)](#) and [Access to Minimum Hours of Instruction \(Grade 1 to Grade 9\)](#) in this section.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a school authority matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.



## Information and Communication Technology

The [Information and Communication Technology \(ICT\) Program of Studies](#) identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12 to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas.

## Daily Physical Activity (Grade 1 to Grade 9)

The goal of daily physical activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. [Daily Physical Activity: A Handbook for Grades 1–9 Schools](#) supports the implementation of DPA. For more information, see the [Daily Physical Activity Policy](#).

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of healthy lifestyles and a lifelong habit of daily physical activity.

School authorities are to monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily. Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating activities in which the student is not able to participate.

Daily physical activities should vary in form and intensity and take into account each student's ability. Teachers should consider resources available within the school and the larger community to allow for student choice.

School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.
- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day (e.g., two 15-minute blocks of time for a total of 30 minutes).
- DPA can be incorporated throughout the day and integrated into other subject areas.

[Safety Guidelines for Physical Activity in Alberta Schools](#) has been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

## English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the [Funding Manual for School Authorities](#).



Kindergarten to Grade 9 schools with students who are English language learners should refer to the [English as a Second Language Kindergarten to Grade 9 Guide to Implementation](#) and [Working with Young Children Who Are Learning English as a New Language](#).

The Alberta K–12 ESL Proficiency Benchmarks, located on the [Supporting English Language Learners](#) web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see [English as a Second Language](#) on the Alberta Education website or contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#).

## Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

**PERCENTAGE OF TIME ALLOCATIONS RECOMMENDED  
GRADE 1 AND GRADE 2**

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	30%	{ 30% }
French Language Arts <sup>1</sup> /Français <sup>2</sup>	0%	
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Life Skills and Physical Education	10%	10%
Time for other subjects (e.g., second languages, <sup>3</sup> drama, religious instruction)	15%	15%

<sup>1</sup> French language arts is taught in alternative French language programs (including French immersion).

<sup>2</sup> Français is taught in Francophone schools.

<sup>3</sup> The recommended time is 10% for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.

**Note:** Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.



## GRADE 3 THROUGH GRADE 6

Subject Areas	English Language Programming Percentage	Francophone/French Immersion Programming Percentage
English Language Arts	25%	{35%}
French Language Arts <sup>①</sup> /Français <sup>②</sup>	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Life Skills and Physical Education	10%	10%
Time for other subjects (e.g., second languages, <sup>③</sup> drama, religious instruction)	15%	10%

- ① French language arts is taught in alternative French language programs (including French immersion).  
 ② Français is taught in Francophone schools.  
 ③ The recommended time is 10% for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.

**Note:** Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

### Elementary Program Optional Subjects

*School Act*, Section 60(2)(a)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which learning outcomes have been developed at the provincial level:

- Drama (English program only)
- [First Nations, Métis and Inuit \(FNMI\) languages programs](#) (see the chart below for additional information)
- French as a second language (for more information, see the [Language Programs/Course Sequences/Courses](#) section)
- International languages programs (see the chart below for additional information).



**FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS  
AVAILABLE IN ELEMENTARY GRADES**

	Blackfoot	Cree	Chinese	German	Italian	Japanese	Punjabi	Spanish	Ukrainian
<b>Bilingual Programming: Language Arts</b> • School authorities determine other subject areas and determine instructional time.			X	X				X	X
<b>Language and Culture</b> programs of study available: • Kindergarten to Grade 6 of a Twelve-year Language and Culture (12Y) program	X	X			X				
• Grades 4–6 of a Nine-year Language and Culture (9Y) program		X	X	X		X	X	X	X

For further information on language programming, refer to the [School Administrator's Guide to Implementing Language Programming](#).

### Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the [Program Foundations](#) section.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

**RECOMMENDED TIME ALLOTMENTS FOR REQUIRED SUBJECT AREAS  
JUNIOR HIGH SCHOOL PROGRAM**

Subject Areas	English Language Programming (hours per year)	Francophone/ French Immersion Programming (hours per year)
English Language Arts	150	{ 250 }
Français <sup>①</sup> or French Language Arts <sup>②</sup>	0	
Mathematics	100	100
Science	100	100
Social Studies	100	100
Physical Education	75	75
Health and Life Skills	50	50
Second Languages <sup>③</sup> and Optional Courses <sup>④</sup>	(time may vary)	(time may vary)
<b>Total hours of instruction:</b>	950 hours	950 hours

① Français is taught in Francophone schools.

② French language arts is taught in alternative French language programs (including French immersion).

③ The recommended time allocation is 95 hours for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.

④ Programs of study for Fine Arts are designed as 75-hour courses at each level.



## Recommended Time Allotments for Instruction in a Language Other than English or French

*School Act*, Section 11

For schools offering instruction in a language other than English or French, the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

## Junior High Optional Courses

Schools shall offer two provincially or locally authorized optional courses. Where instruction is offered in a language other than English, only one other optional course is required.

Optional courses help students achieve the outcomes outlined in the [Program Foundations](#) section. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

### Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

### Optional Courses

The optional courses are categorized as follows:

Career and Technology Foundations (CTF) / Career and Technology Studies (CTS)

- Until the new Career and Technology Foundations (CTF) curriculum for grades 5 to 9 is implemented, schools currently offering Career and Technology Studies (CTS) based optional courses in grades 5 to 9 can use and assess the draft CTF learning outcomes or introductory level learning outcomes from CTS courses.
- See the [CTS senior high school program of studies](#) for more information on the introductory level courses.

Environmental and Outdoor Education

Ethics

- This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine Arts

- Art
- Drama
- Music
  - Choral
  - General
  - Instrumental



## First Nations, Métis and Inuit (FNMI) Languages

- Provincial programs for [FNMI languages](#) are outlined in the chart below.

## French as a Second Language

- For more information, see [Language Programs/Course Sequences/Courses](#).

## International Languages

- Provincial [programs of study](#) are available for bilingual as well as language and culture programming.
- Provincial programs for international languages available at the junior high school level are outlined in the chart below.

## Locally Developed/Acquired and Authorized Courses

- For more information, see [Locally Developed/Acquired and Authorized Junior and Senior High School Courses](#).

## Religious Studies

- Religious studies may be offered at the discretion of the local school board under section 50 of the [School Act](#).

**FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS  
AVAILABLE IN GRADES 7–9**

	Blackfoot	Cree	Chinese	German	Italian	Japanese	Punjabi	Spanish	Ukrainian
<b>Bilingual Programming: Language Arts</b> • School authorities determine other subject areas and determine instructional time.			X	X				X	X
<b>Language and Culture</b> programs of study available: • Twelve-year Language and Culture (12Y) program (Grades K–12)	X	X			X				
• Nine-year Language and Culture (9Y) program (Grades 4–12)		X	X	X		X	X	X	X
• Six-year Language and Culture (6Y) program (Grades 7–12)		X	X	X	X	X		X	X

For further information on language programming, refer to the [School Administrator's Guide to Implementing Language Programming](#).

## Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distributed learning courses. Principals should ensure that students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.



## Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs while they are still in junior high school. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the prerequisites to avoid possible difficulties in the later senior high school years. Also see [Student Information Needs](#) under Senior High School in the Program Planning section.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. In Grade 10, students will take either Mathematics 10C or 10-3, with the 10C course leading to either the -1 or -2 course sequence. The -1 course sequence (20-1, 30-1) is designed for students whose post-secondary studies may require the study of calculus. The -2 course sequence (20-2, 30-2) is designed for students whose post-secondary studies do not require the study of calculus. The -3 course sequence (10-3, 20-3, 30-3) is designed for students pursuing apprenticeship programs or for those directly entering into the workforce. For students who meet the criteria, the Knowledge and Employability Mathematics 10-4 and 20-4 courses are also available. Also see [Assisting in Student Planning](#) under Senior High School in the Program Planning section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the specific requirements for high school completion.

### Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, see the [Student Learning–Career Planner Information Booklet](#) on the Alberta Education website.



## Grade 10 to Grade 12

### Access to Minimum Hours of Instruction

*School Act*, Section 39(1)(c)

In accordance with section 39(1)(c) of the *School Act* and as per the *Funding Manual for School Authorities*, schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- there are designated times when teachers are available to students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

### Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or [individualized program plans](#)/instructional support plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, self-directed instructional resources, independent study, online education and/or distributed learning, and/or
- supervision of student workplace learning.

### Instructional Time

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority–declared holidays
- lunch breaks
- breaks between classes
- supervised study halls
- time taken for the registration of students
- extracurricular activities
- graduation/commencement rehearsals and ceremonies.



## School Organization

School authorities are to develop methods of school organization and instructional delivery that best meet the needs and interests of individual students.

If a course is delivered in a face-to-face, classroom-based setting, the course must be timetabled for both students and teachers for 25 hours per credit. A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve the credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

There are various opportunities to provide flexibility in course offerings and program delivery methods for students while they are under the supervision of a certificated teacher. Examples include the following:

- A course can be delivered using self-directed instructional resources. All outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to Alberta Education online or print distributed learning courses.
- A course can be delivered using a combination model. Some examples of combined delivery include the following:
  - A course can be delivered using a combination of online and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the online course materials.
  - A course can be delivered using a combination of self-directed instructional resources and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to distributed learning online or print courses.
- A course can be delivered in an online setting. All outcomes of the program of studies must be covered in the online course materials. The content of the self-directed instructional resources must be of a similar standard to distributed learning online courses.
- A course can be delivered in an outreach setting using self-directed instructional resources. All outcomes of the program of studies must be covered in the self-directed instructional resources. The content of the self-directed instructional resources must be of a similar standard to distributed learning online or print courses.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis.

Instructional services must be timetabled for both students and teachers and must ensure that students have access to at least 25 hours of instruction per high school credit. The exceptions to this requirement are given below. (Note that Work Experience 15, 25 and 35; Special Projects 10, 20 and 30; Registered Apprenticeship Program courses; and Green Certificate Program courses must always be offered at 25 hours per credit and there are no exceptions to this regardless of when the course is offered.)

- All 3-credit courses require a minimum of 62.5 hours of instruction for each course.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure that students meet all of the outcomes of each 1-credit course.



- Summer break, evening (6 p.m. or later) and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., private and public colleges. The program requirements noted in the *Guide* apply to all schools offering senior high school summer, evening and weekend programs for credit, except that, for these programs, instructional time may vary (access to instruction of at least 16 hours per credit must be provided).
- Schools participating in *Moving Forward with High School Redesign* are exempted from the 25 hours of instruction per high school credit requirement, which allows schools to have increased flexibility in addressing student needs. For more information about *Moving Forward with High School Redesign*, visit [Alberta's High School Completion Strategic Framework](#) web page or e-mail [EDC.highschoolcompletion@gov.ab.ca](mailto:EDC.highschoolcompletion@gov.ab.ca).

For detailed Credit Enrolment Unit (CEU) funding information, see the [Funding Manual for School Authorities](#).

## Assisting in Student Planning

Certain courses are mandatory to meet [Alberta High School Diploma](#) and [Certificate of High School Achievement requirements](#). Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, a student must successfully complete a Social Studies course at the 30 level (30-1 or 30-2) to qualify for an Alberta High School Diploma. A Grade 9 student wishing to obtain an Alberta High School Diploma should enroll in Social Studies 10-1 or 10-2 to ensure completion of the necessary courses by the end of Grade 12. For more information, see [Transfer Points \(Recommended\) and Course Sequences for Senior High School](#).

## Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with opportunities to transfer their learning to other areas. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects that strengthen student learning. All senior high school courses offered to students must be appropriately timetabled, taught, assessed and reported to Alberta Education.

### Focused, Articulated Programming

School authorities are encouraged to work in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming combines a selection of interrelated CTS courses with related courses and off-campus learning.

For more information, contact the [Programs of Study and Resources Sector – Citizenship and Career Pathways](#).

### Student Information Needs

Students need information on a number of topics to plan their senior high school programs.

- Students should be given assistance in planning their senior high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the diploma and certificate requirements.



- In addition to diploma and certificate requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions in the *Guide*.
- In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. For more information, see Focused, Articulated Programming above.
- Subject to the approval of the principal, students under age 16 may take distributed learning courses. These are offered through a number of school authorities in the province. Students aged 16 or over do not require approval of the principal to take distributed learning courses. For more information about distributed learning courses, see the [Program Administration and Delivery](#) section.
- Students should be made aware of programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 10 of the [School Act](#) have the opportunity to complete all of their core and optional coursework in French, with the exception of English language arts requirements.

Also see [Planning in Junior High for Senior High School Programs](#) in the ECS to Grade 9 section.

## Scholarships

All students should be made aware of the requirements for the [Alexander Rutherford Scholarships for High School Achievement](#).

Students should also be made aware of the [Registered Apprenticeship Program \(RAP\) and Career and Technology Studies \(CTS\) Scholarships](#).

For more information, contact [Alberta Scholarship Programs](#).

## General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the [Alberta Learning Information Service \(ALIS\)](#) website.

For information on planning high school occupational and Career and Technology Studies programs that are articulated with Apprenticeship and Industry Training programs, see [Apprenticeship Articulation](#) under Career and Technology Studies in the Courses and Programs section as well as the [Diploma and Certificate Requirements](#) section.

## Mark Submission

Unless otherwise indicated, marks are to be submitted to Alberta Education in percentages. All marks are to be submitted into PASI.



## Introduction

This section provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and for junior high school (Grade 7 to Grade 9).

## Career and Life Management (CALM)

[Career and Life Management \(CALM\)](#) may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a [Fine Arts](#) or [Career and Technology Studies \(CTS\)](#) course in Grade 11.

### Partial Exemption from CALM

Section 50.1 of the [School Act](#) requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional materials. See [Notice under Section 50.1 of the School Act](#).

### Exemption from CALM

Principals can exempt students from CALM when they transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and submits the exemption into PASI. The exemption should be submitted at the time it is granted. If the student does not graduate, the exemption is not removed automatically. It is at the principal's discretion whether to remove the exemption or allow it to remain.

For more information, see [Grade 12 Exemptions for Transfer-in Students](#), [Mature Students](#) or the [Career and Life Management Program of Studies](#).

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the [Minister of Education](#) to request the exemption. It is essential to the processing of the request to include the following information about the student in the letter to the Minister of Education:

- complete legal surname and given names
- date of birth
- school currently attending
- Alberta Student Number.

If the Minister approves the exemption based on religious beliefs, Field Services will write a letter to the parents on the Minister's behalf. A copy of this letter is sent to the school principal and Student Records. Upon receipt of this letter, Student Records will submit the exemption into PASI.

For further information, contact [Field Services](#).



## Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a high school program designed around a career pathways model to offer flexible programming.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a grouping of 1-credit CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification system and function as an organizing tool.

### Senior High School Credits for CTS Courses Completed in Junior High School

Until the new Career and Technology Foundations (CTF) curriculum for grades 5 to 9 is implemented, schools currently offering Career and Technology Studies (CTS) based optional courses in grades 5 to 9 can use and assess the draft CTF learning outcomes or introductory level learning outcomes from CTS courses. Some students may successfully complete all of the learning outcomes for individual CTS courses through the CTF curriculum offered in grades 7 to 9. The senior high school principal may accept a recommendation from the junior high school principal that a student has successfully completed all of the course outcomes and should be given credit. A mark of "P" for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This is submitted into PASI. This course will then appear on the student's transcript.

**Note:** The course challenge provision does not apply to these students.

For more information, see the [Funding Manual for School Authorities](#).

### Apprenticeship Articulation

Admission into apprenticeship programs may not require a senior high school diploma, though attaining one is often desirable for admission. Articulation agreements have been established with Alberta Apprenticeship and Industry Training for several trades. The programs of study for apprenticeships are available at [Career and Technology Studies: Apprenticeship](#).

Information regarding apprenticeship programs is available at [Apprenticeship and Industry Training](#).

## English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the [Funding Manual for School Authorities](#).

Senior high schools with students who are English language learners should refer to the [ESL Senior High School Program of Studies](#), the [English as a Second Language Senior High School Guide to Implementation](#) and the [English as a Second Language Alberta Authorized Resource List, Grades 10–12](#). School authorities may also offer locally developed courses to address the needs of English language learners.



The Alberta K–12 ESL Proficiency Benchmarks, located on the [Supporting English Language Learners](#) web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see the [English as a Second Language Policy](#) or contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#).

## Francophone Education

[School Act](#), Section 10

Rooted in the constitutional rights established by section 23 of the [Canadian Charter of Rights and Freedoms](#), Francophone education provides students with programming that fosters personal, intellectual and social development while enabling them to master the French language and to build a sense of belonging to and identification with the Francophone culture, community and language. Thus, the program goal is two-fold: French language competency and identity development.

For information on Federal French Language Funding managed by [Official Languages in Education Programs](#) (Alberta Education), see Part 4 of the [Funding Manual for School Authorities](#).

## Green Certificate Program

The [Green Certificate Program](#) is administered by the Government of Alberta (Alberta Agriculture and Rural Development). The program is delivered off campus and students may earn credits for successfully completing a Green Certificate Program. Alberta senior high school students 15 years of age or older can register in any one of the specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency. Courses in these specializations are listed in [Provincially Authorized Senior High School Courses and Course Codes](#) on the Alberta Education website. Additional information on the Green Certificate is available from [Alberta Agriculture and Forestry](#).

## International Baccalaureate and Advanced Placement

Schools can offer programming for students in addition to the 10–20–30 course sequences through International Baccalaureate (IB) and Advanced Placement (AP) courses. Schools should inform students of the acceptability of IB and AP courses for credit and/or advanced placement by post-secondary institutions. Schools also should inform students that these programs do not replace the diploma requirements outlined in the [Diploma and Certificate Requirements](#) section.

School authorities offering IB or AP courses as locally developed courses must submit them to Alberta Education through [LDCOMS](#).

For more information on locally developed courses, see [Locally Developed/Acquired and Authorized Junior and Senior High School Courses](#).

Further information may also be obtained on the [International Baccalaureate Organization](#) or [Advanced Placement](#) websites.



## Knowledge and Employability Courses

Knowledge and Employability (K&E) courses are designed for students in grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade. School authorities may offer Knowledge and Employability courses to provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students may combine K&E courses with other junior–senior high school courses or transition in and out of K&E courses throughout grades 8 to 12.

K&E courses replace the former Integrated Occupational Program (IOP), which was phased out in 2006. Further information about the former IOP and its related Certificate of Achievement may be found in [Appendix 3](#).

Further information about K&E programming may be found in the [Knowledge and Employability Courses Handbook, Grades 8–12](#).

### Junior High Knowledge and Employability Courses

Junior high K&E courses for grades 8 and 9 include four academic courses (five for the Francophone program) and nine occupational areas.

K&E **academic courses** comprise:

- K&E English Language Arts
- K&E Français (for the Francophone program)
- K&E Mathematics
- K&E Science
- K&E Social Studies.

K&E achievement tests for Grade 9 students reflect the Grade 9 outcomes in the academic courses noted above. All of the K&E achievement tests are administered according to the same schedule as other Grade 9 achievement tests. Grade 9 students who are receiving instruction from a K&E program of studies are expected to write the achievement test for that K&E course. Further information on [Knowledge and Employability achievement tests](#) may be found on the Alberta Education website.

The junior high K&E [occupational courses](#) consist of the following nine occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction
- Fabrics
- Foods
- Horticulture
- Human Care
- Workplace Readiness.

The K&E occupational courses for junior high school are separated into various units of instruction. The units in each course can be combined in any order to make up the junior high occupational program based on student interest and available facilities and equipment.



## Senior High Knowledge and Employability Courses

Students choosing senior high Knowledge and Employability (K&E) courses typically wish to enhance their academic and occupational competencies and transition into employment and/or continuing education and training opportunities. All K&E courses are designated 5-credit courses and are identified with the -4 suffix.

Students taking K&E courses may qualify for a [Certificate of High School Achievement](#) or they may continue their studies to qualify for an [Alberta High School Diploma](#). To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of **one academic** K&E course.

Senior high K&E **academic courses** comprise:

- K&E English Language Arts 10-4, 20-4, 30-4
- K&E Français 10-4, 20-4, 30-4 (for the Francophone program)
- K&E Mathematics 10-4, 20-4
- K&E Science 10-4, 20-4
- K&E Social Studies 10-4, 20-4.

The senior high K&E [occupational courses](#) are available in the following 12 occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources
- Workplace Readiness. Workplace Readiness 10-4 may be used in lieu of HCS3000 (Workplace Safety Systems) as the prerequisite for the first off-campus education learning experience.

All courses are offered for 5 credits; however, courses may be combined to allow for further instruction or off-campus education learning experiences, such as workplace safety courses. Marks and credits must be reported separately for each course that has been combined. For more information, contact the [Operations and Implementation Support Sector – Cross Curriculum Infusion](#). Information is also provided in the [Knowledge and Employability Courses Handbook, Grades 8–12](#) and in the [Funding Manual for School Authorities](#).



## Language Programs/Course Sequences/Courses

### Alternative French Language Programs (including French Immersion)

*School Act*, Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's two official languages, learning French is considered important to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available alternative French language programs (including French immersion) and related services, under section 21 of the *School Act*.

Boards offering alternative French language programs (including French immersion and French as a second language course sequences) shall implement these programs and courses in a manner consistent with provincial requirements.

For information on Federal French Language Funding managed by [Official Languages in Education Programs](#) (Alberta Education), see Part 4 of the [Funding Manual for School Authorities](#).

### Hours of Instruction for French Immersion Programs

Research and experience have clearly demonstrated that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of French immersion programming:

Kindergarten	100%
Grades 1 – 2	90% – 100%
Grades 3 – 6	70% – 80%
Grades 7 – 9	50% – 80%
Grades 10 – 12	40% – 80%

### French as a Second Language Course Sequences

[French as a second language](#) (FSL) course sequences provide elementary, junior high and senior high students with the opportunity to learn French. At the elementary and junior high levels, French as a second language courses are often taught for 30 to 40 minutes a day. Senior high school FSL courses are 125 hours and students are awarded 5 credits per successfully completed course.

There are two course sequences available that allow students to begin their study of French: the nine-year French as a second language program of studies and the three-year French as a second language program of studies. The goal of the nine-year (9Y) FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the nine-year (9Y) course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different Francophone cultures.

In the three-year (3Y) course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different Francophone cultures.

For information on Federal French Language Funding managed by [Official Languages in Education Programs](#) (Alberta Education), see Part 4 of the [Funding Manual for School Authorities](#).



## Elementary and Junior High Schools

The nine-year (9Y) French as a second language program of studies begins in Grade 4 and continues through to Grade 9 and then on to senior high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools. Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French 10-3Y as a second language course for credit to junior high school students who have no previous experience in French. For more information on offering French 10-3Y for credit at a junior high school, see [Senior High School Courses and Credits for Junior High School Students](#) in the Student Placement and Promotion section.

## Senior High Schools

Both nine-year (9Y) and three-year (3Y) FSL course sequences are available. When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 French course are to be registered in French 10-9Y; students with no prior experience in French are to be registered in French 10-3Y.

The following course sequence is still available:

- French 31a
- French 31b
- French 31c.

Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

## Languages Other than French or English (Bilingual Programs)

[School Act](#), Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of a language other than English or French as a language of instruction.

Section 21 of the *School Act* allows a board to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instructional day. In offering bilingual (partial immersion) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, provided the instructional time is consistent with the direction in the *Guide*.

School authorities will determine the balance of subjects for bilingual programming. For more information, refer to the [School Administrator's Guide to Implementing Language Programming](#).

Chinese language arts (Kindergarten to Grade 12), German language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 12) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult [The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For more information, contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#).



## FNMI Language and Culture Courses

A First Nations, Métis or Inuit (FNMI) language and culture course is one in which an FNMI language is studied as a subject for the purpose of developing communication skills and cultural awareness. Alberta Education currently offers a variety of language and culture course sequences for [Blackfoot](#) and [Cree](#), or school authorities may develop or acquire FNMI language and culture courses as [locally developed courses](#).

With the advice and input of First Nations and Métis Elders, community experts and teachers, Alberta Education has also developed an [FNMI Language and Culture Twelve-year \(Kindergarten to Grade 12\) Template](#) to assist school authorities in the development of course outlines for a local language and culture course series.

Locally developed FNMI language and culture courses must be consistent with [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For more information on locally developed courses, see [Locally Developed/Acquired and Authorized Junior and Senior High School Courses](#).

## International Languages Programs

School authorities may choose to offer either a provincial language and culture program of studies or an authorized locally developed language and culture course series. Provincial programs for international languages available at the senior high school level are outlined in the following chart:

**FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS  
AVAILABLE IN GRADES 10–12**

	Blackfoot	Cree	Chinese	German	Italian	Japanese	Latin	Punjabi	Spanish	Ukrainian
<b>Bilingual Programming: Language Arts</b> • School authorities determine the other senior high school courses to be delivered in the language of choice.			X	X					X	X
<b>Language and Culture</b> programs of study available: • 10-12Y, 20-12Y, 30-12Y of a Twelve-year Language and Culture ( <b>12Y</b> ) program	X	X			X					
• 10-9Y, 20-9Y, 30-9Y of a Nine-year Language and Culture ( <b>9Y</b> ) program		X	X	X		X		X	X	X
• 10-6Y, 20-6Y, 30-6Y of a Six-year Language and Culture ( <b>6Y</b> ) program		X	X	X	X	X			X	X
• 10-3Y, 20-3Y, 30-3Y of a Three-year Language and Culture ( <b>3Y</b> ) program	X	X	X	X	X	X	X	X	X	X

For further information on language programming, refer to the [School Administrator's Guide to Implementing Language Programming](#).

For course sequences, refer to the international languages section of [Provincially Authorized Senior High School Courses and Course Codes](#) on the Alberta Education website.



The most current information regarding programs of study and support resources is available on the [Alberta Education](#) website.

For more information about guidelines and requirements regarding local language programming, contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#).

## Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses

Locally developed language courses (e.g., language arts and language and culture courses) must be consistent with the appropriate framework within [The Common Curriculum Frameworks for International Languages](#). Locally developed FNMI language and culture courses must be consistent with [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For information on submitting locally developed courses to Alberta Education, see Locally Developed/Acquired and Authorized Junior and Senior High School Courses below.

For more information, see the [International Languages Programs](#) section on the Alberta Education website or contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#).

## Locally Developed/Acquired and Authorized Junior and Senior High School Courses

[School Act](#), Sections 39(1), 60(2)

School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities; e.g., language, culture, labour market needs
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.

Only a Francophone school in Alberta can offer credit for Français courses.

## Locally Developed Religious Studies Courses

Section 50 of the [School Act](#) allows boards to prescribe religious instruction to be offered to students. This instruction may be offered through locally developed religious studies courses, provided that such courses develop respect for and promote understanding of individual and minority group differences, and develop an understanding and appreciation of the beliefs, customs, practices, literature and traditions of other major world religions.

Locally developed religious studies courses must include 20% course content addressing a comparative study of other major world religions in addition to the religion of study.

Religious studies courses are required to meet the same course requirements and criteria as other LDCs.



## School Authority Procedures

School authorities offering junior and senior high school locally developed/acquired and authorized courses must develop, implement and maintain current written procedures consistent with the *Guide* and the [Locally Developed Courses Online Management System \(LDCOMS\)](#).

The ministry does not require school authorities to provide evidence that a motion has been passed authorizing LDCs. However, there is an expectation that school authority procedures include a resolution or a motion of the board of a school authority or governing body of a private school to offer the locally developed/acquired course.

## Funding

Ministry approval is required in order to obtain funding for senior high school LDCs and for students to receive credits.

Funding for junior and senior high school LDCs is allocated as per the [Funding Manual for School Authorities](#).

## Ministry Approval

All junior and senior high school LDCs must be authorized at the local level according to established procedures. Only senior high school LDCs require ministry approval and must be submitted to the ministry via [LDCOMS](#).

## Course Requirements

LDCs must align with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit.

LDCs must adhere to all applicable provincial education standards and guidelines; e.g., [Teaching Quality Standard](#), [Recognizing Diversity and Promoting Respect](#), [Off-campus Education](#), [Aboriginal Content Validation Guidelines](#).

LDCs must also respect all relevant intellectual property law, including the acknowledgement of and permission to use third-party owned material.

## Submission Criteria

In addition to the above course requirements, proposals for new senior high school LDCs and/or to use existing senior high school LDCs will be evaluated according to the submission criteria outlined in [LDCOMS](#):

### Philosophy and Rationale

LDC proposals should provide a clear philosophy and rationale that is informed by student, school, parental and/or community input. Key considerations include:

- relevance to the local context, including student and community needs, interests and goals
- whether or not existing LDCs or provincially authorized courses could be used to address the identified need.

LDCs should emphasize the extension of learning being offered to students beyond the scope of existing LDCs or provincial programs of study. Proposals must also identify existing LDCs or provincial programs of study that may overlap with and/or are similar to the proposed LDC, and provide a rationale as to why a new LDC is needed.



## Learning Outcomes

LDC proposals will include learning outcomes that:

- develop the competencies described in the [Ministerial Order on Student Learning](#)
- describe sequenced expectations for learning
- provide coherence and rigour within the course and/or course series.

## Assessment Plan

LDC proposals must include an assessment plan explaining how the outcomes will be evaluated or measured.

## Implementation

LDC proposals must include an implementation plan that addresses the following, as required by LDCOMS:

- clarification of overlap with existing courses and programs of study
- description of the facilities or equipment necessary
- safety components
- sensitive and/or controversial issues
- school authority monitoring and evaluation.

## Course Sharing

Course outlines for LDCs should be shared with other Alberta school authorities and Alberta Accredited International Schools at no cost upon request.

## Authorization Periods

Ministry-approved senior high school LDCs will be authorized for a maximum duration of four years, at which time the LDC will need to be resubmitted for ministry approval based on [LDCOMS](#) requirements.

## Submission Dates

Proposals for new and existing developed senior high school LDCs must be submitted to the ministry via LDCOMS according to the following dates:

- November 1, 2015 for Semester 2 of the 2015–2016 school year
- March 1, 2016 for Semester 1 of the 2016–2017 school year.

Proposals for acquired LDCs must be submitted by the acquiring school authority in the semester prior to implementation. LDCs cannot be acquired from a developing board until the ministry approval process has been completed for the developed course.

Refer to [Locally Developed Courses](#) on the Alberta Education website for additional information on LDCs.



## Music—Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral (voice). Fifteen credits is the maximum a student can earn in each of a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This 15-credit maximum does not apply to music credits earned in locally developed courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that they have achieved the outcomes required for the equivalent of a 30-level credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for 10-level, 20-level and 30-level), whether or not the student has documentation for all the required components for equivalent credits for the 10 and 20 levels.

Similarly, if a student has achieved the outcomes required for 20-level equivalency, the principal is to recommend the awarding of 10 credits in music (5 for the 10-level and 5 for the 20-level). The chart at the end of Music—Private Study provides the information necessary for principals to recommend credits for music taken by private study.

To obtain credit, students are to have passed both the practical and theory components listed in the chart for that course level. The principal should submit a "P" for pass to indicate that the student has passed both components.

Principals are to recommend credits only on the basis of official transcripts issued by Conservatory Canada or the Royal Conservatory of Music. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

If official transcripts have been provided for higher level courses, the principal may report a mark of "P" for pass for each lower course level being evaluated. The "P" for pass is to be submitted for each music course into PASI.



**COURSES FOR WHICH CREDITS MAY BE RECOMMENDED  
FOR MUSIC TAKEN BY PRIVATE STUDY**

		10-level Courses	20-level Courses	30-level Courses
<b>Conservatory Canada</b>	Voice <sup>❶</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, <sup>❷</sup> Violin, Guitar	Grade/Level 6 + Theory II	Grade/Level 7 + Theory III	Grade/Level 8 + Theory IV
	Trumpet, Clarinet, Flute	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
<b>Royal Conservatory of Music</b>	Voice <sup>❶</sup>	Grade 6 + Intermediate Rudiments	Grade 7 + Advanced Rudiments	Grade 8 + Advanced Rudiments
	Piano, Strings, <sup>❸</sup> Accordion, Guitar	Grade 6 + Intermediate Rudiments	Grade 7 + Advanced Rudiments	Grade 8 + Advanced Rudiments
	Organ <sup>❹</sup>	N/A	Grade 7 + Advanced Rudiments	Grade 8 + Advanced Rudiments
	Harpsichord <sup>❺</sup>	N/A	N/A	Grade 8 + Advanced Rudiments
	Flute, Saxophone, Trumpet, Clarinet	Grade 6 + Intermediate Rudiments	Grade 7 + Advanced Rudiments	Grade 8 + Advanced Rudiments
	Woodwind, <sup>❻</sup> Brass, <sup>❼</sup> Percussion, Recorder, Harp	Grade 4 + Intermediate Rudiments	Grade 6 + Intermediate Rudiments	Grade 8 + Advanced Rudiments

- ❶ All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.
- ❷ Conservatory Canada has two piano syllabi that are recognized for senior high school credit, Piano (Classical) and Piano (Contemporary Idioms). The Contemporary Idioms Piano Syllabus uses the term “Level” in place of “Grade.”
- ❸ Royal Conservatory of Music strings includes violin, viola, violoncello and double bass only.
- ❹ Royal Conservatory of Music organ 10-level courses are not available.
- ❺ Royal Conservatory of Music harpsichord 10-level and 20-level courses are not available.
- ❻ Royal Conservatory of Music woodwind includes oboe and bassoon only.
- ❼ Royal Conservatory of Music brass includes horn (French horn), trombone, euphonium and tuba only.

**Note:** The Royal Conservatory of Music is in the process of adding new exam levels to their syllabi. This chart reflects the syllabi available for 2014–2015.



## Off-campus Education

Off-campus education learning experiences include Work Study, Workplace Readiness Grades 8 and 9, Workplace Readiness 10-4, Workplace Practicum 20-4 and 30-4, Work Experience 15, 25 and 35, Career Internship 10, and the [Registered Apprenticeship](#) and [Green Certificate](#) programs. For information on Workplace Readiness and Workplace Practicum courses, refer to [Knowledge and Employability Occupational Courses](#).

Students gain practical workplace experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education learning experiences delivered through school-community partnerships. Off-campus education provides opportunities for:

- community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in provincial programs of study
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.

School authorities shall be responsible for ensuring that course content, where available, is followed and, where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation of all off-campus education learning experiences.

For specific procedural and legislative requirements regarding off-campus learning experiences, refer to [Off-campus Education](#) or contact the [Programs of Study and Resources Sector – Citizenship and Career Pathways](#).

### Reporting Off-campus Education Learning Experience Credits

When schools report off-campus learning experience marks and credits in PASI, they are to report the marks and credits given for CTS courses separately. For example, a student who took work experience for a total of 6 credits, which included the required HCS3000: Workplace Safety Systems course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

### Work Study/Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of off-campus coordinators and employers.

#### Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in coursework to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the off-campus coordinator and the employer.

#### Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.



Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop guidelines regarding community partnerships and business involvement in education. For more information, see [Partnerships between School and Community](#) under General Principles for Effective Programming in the Program Foundations section.

Students may be introduced to the concept of community partnerships through activities such as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Community partnerships included in the Knowledge and Employability courses are addressed in the [Knowledge and Employability Courses Handbook, Grades 8–12](#).

## Physical Education

### Exemptions

The aim of the [Physical Education Kindergarten to Grade 12 Program](#) is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions, including alternative environments (e.g., aquatics and outdoor pursuits), dance, games, gymnastics and individual activities. In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course:

Category	Conditions for Exemption	Procedures	Other Experiences
Individual	Religious beliefs	<ul style="list-style-type: none"> <li>• Statement in writing from parent to principal</li> </ul>	<ul style="list-style-type: none"> <li>• When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.</li> </ul>
Individual	Medical	<ul style="list-style-type: none"> <li>• Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate</li> </ul>	
Individual	Out-of-province Grade 12 student who is expected to graduate in the school year the student transfers into an Alberta school	<ul style="list-style-type: none"> <li>• Principal submits exemption into PASI. The exemption should be submitted at the time it is granted.</li> </ul>	
Class, Grade or School	Access to facilities	<ul style="list-style-type: none"> <li>• Initiated by school authority or parent</li> <li>• Approved by school authority</li> </ul>	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.



Notice of a student's exemption from Physical Education 10 is to be reported by the principal in PASI at the time the exemption is granted.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for high school completion.

### Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or fail, in accordance with section 6 of the [Home Education Regulation](#).

## Special Projects Credits

Special projects credits are designed for work undertaken by students as individuals or in small groups (e.g., two to three students) and should not be used as a means of offering credits for programs or courses offered by organizations external to Alberta Education. Students may enroll in [Special Projects 10, 20 or 30](#). Special Projects 20 and Special Projects 30 do not have prerequisites.

### Purpose

Special projects serve two major functions:

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

### Requirements

The requirements for special projects credits are outlined below.<sup>①</sup>

- Special projects credits are designed for work undertaken by students as individuals or in small groups to pursue personalized learning.
- Student participation in a program or course offered by organizations external to Alberta Education is not considered a special project.
- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include:
  - description or outline of the project
  - number of hours of work expected to complete the project
  - method by which the project is to be carried out
  - description of expected learner outcomes
  - evaluation procedures as outlined by a teacher
  - expected completion date
  - name of the supervising teacher.

<sup>①</sup> [4-H projects](#) may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated.



- The principal shall retain a copy of each special project proposal.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, requirements in the [Off-campus Education Handbook](#) must be followed.

Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal.

- Special projects may also be offered for 1, 2 or 4 credits, based on 25 hours of work per credit. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma or the Certificate of High School Achievement.

A number of restrictions apply to special projects. Examples where special projects credits cannot be earned include:

- student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook, field trips)
- in-school work experience
- teacher-developed projects.

**Note:** In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year-to-year or demonstrate increased levels of proficiency.

### Transfer Points (Recommended) and Course Sequences for Senior High School

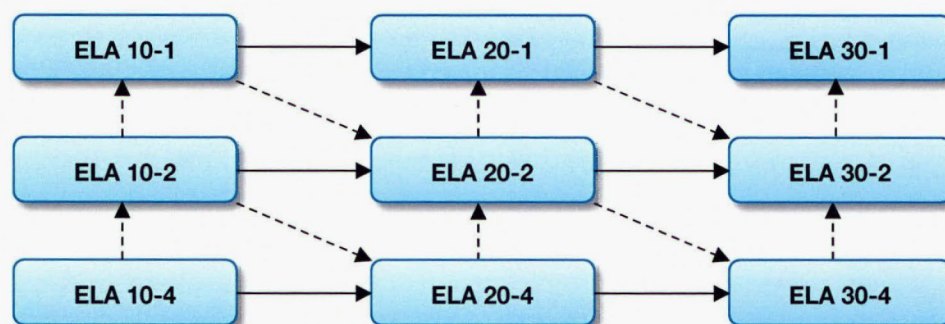
In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see [Course Sequence Transfer](#) in the Awarding Course Credits section.

Special circumstances may warrant student transfer at other points; however, the recommended transfer points are as follows for:

- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Course Sequences
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability Occupational Courses to Career and Technology Studies Courses.



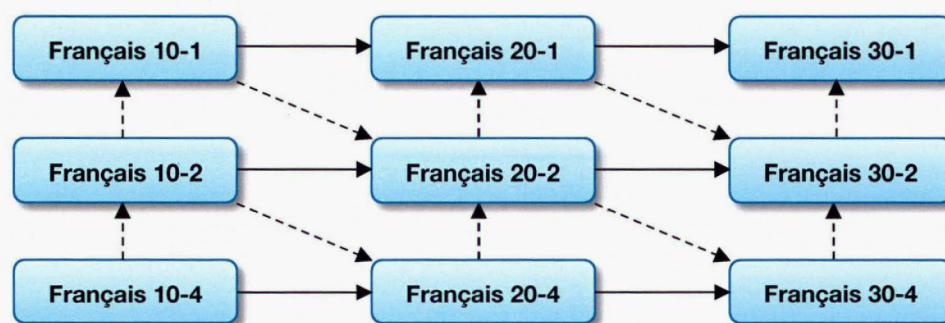
## English Language Arts (ELA) Program



(Each course is 5 credits.)

— Typical Progression  
 - - - Possible Progression

## Français Program (Francophone Schools)



(Each course is 5 credits.)

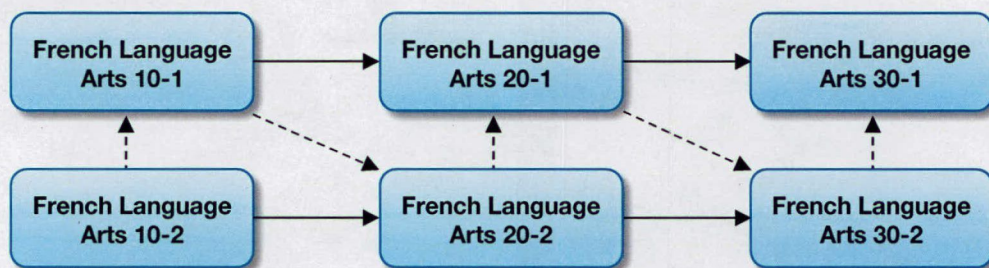
— Typical Progression  
 - - - Possible Progression

**Note:** Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.



## French Language Arts Program (French Immersion Schools)



(Each course is 5 credits.)

—> Typical Progression  
- - -> Possible Progression

## French as a Second Language Course Sequences

(Note: All courses in each sequence below are 5 credits.)

For students in senior high school with no previous knowledge of French:

**French 10-3Y → French 20-3Y → French 30-3Y**

For students studying French with the requisite skills from the Grade 9 nine-year (9Y) course sequence:

**French 10-9Y → French 20-9Y → French 30-9Y**

For students who possess a superior level of French prior to entering Grade 10:<sup>❶</sup>

**French 31a → French 31b → French 31c**

- ❶ This course sequence is intended for students who demonstrate language skills that are equivalent or superior to those demonstrated by students who have successfully completed French 30-9Y, and who desire to continue to refine their skills in French. Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

**Note:** Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

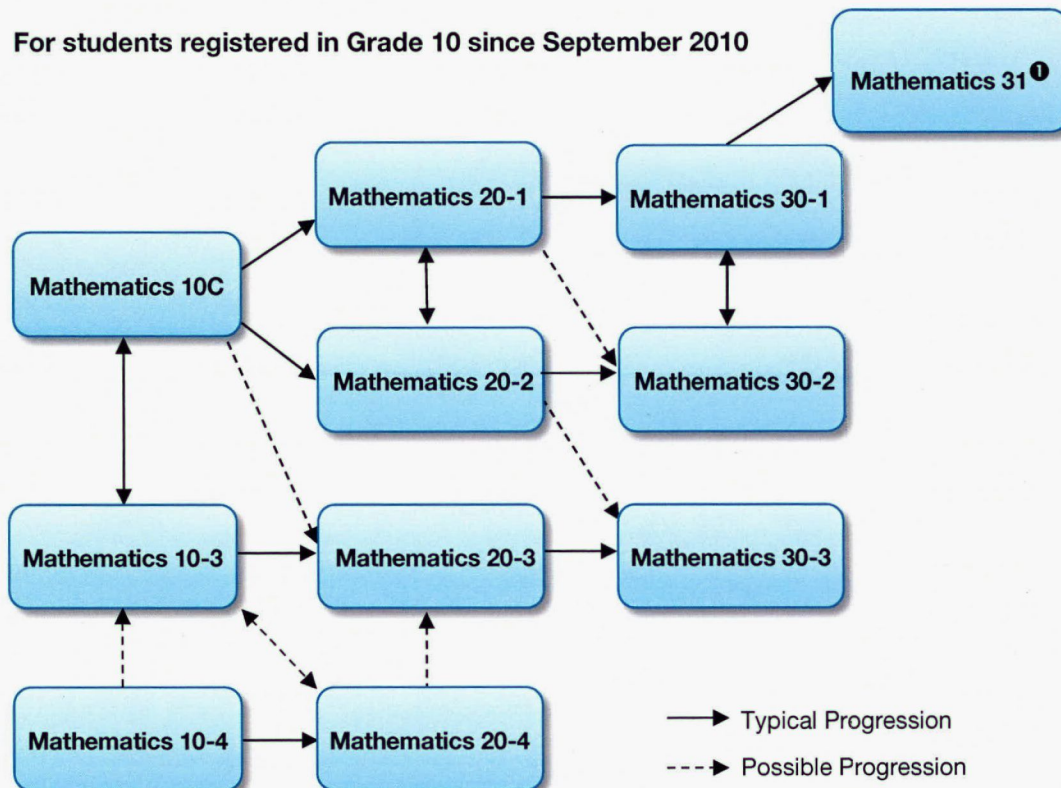
The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.



## Mathematics Program

### Possible Sequences—Mathematics Course Sequences

For students registered in Grade 10 since September 2010



(Each course is 5 credits.)

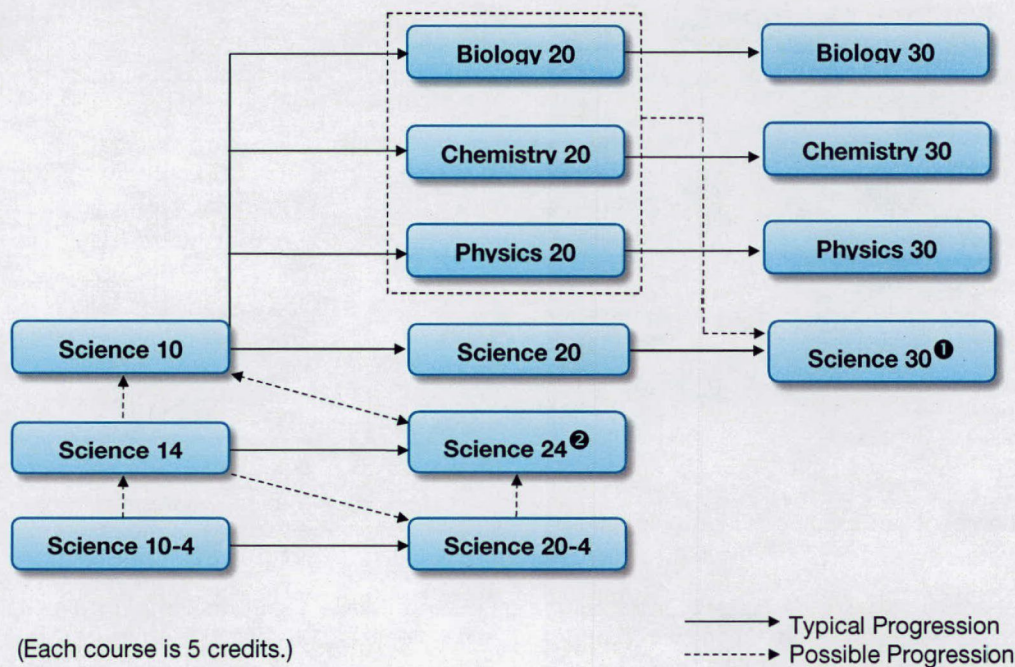
❶ Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31.

**Note:** Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

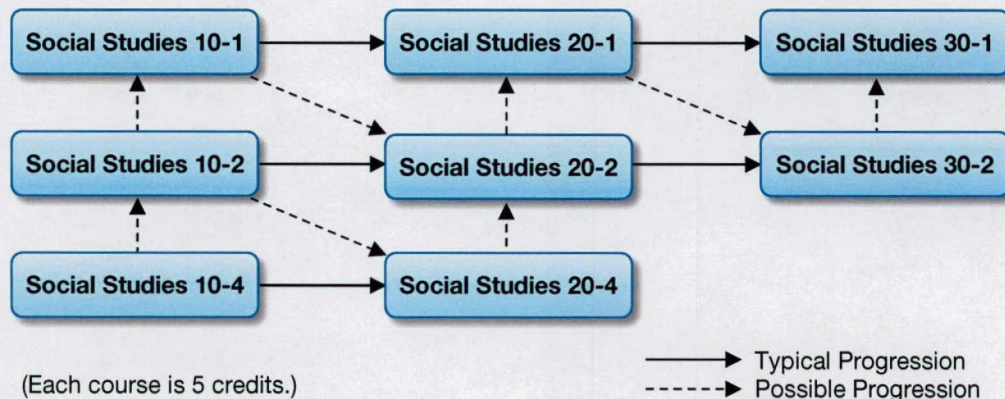


## Science Program



- ❶ Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enroll in Science 30.
- ❷ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-level courses, as serves the student's best interests.

## Social Studies Program

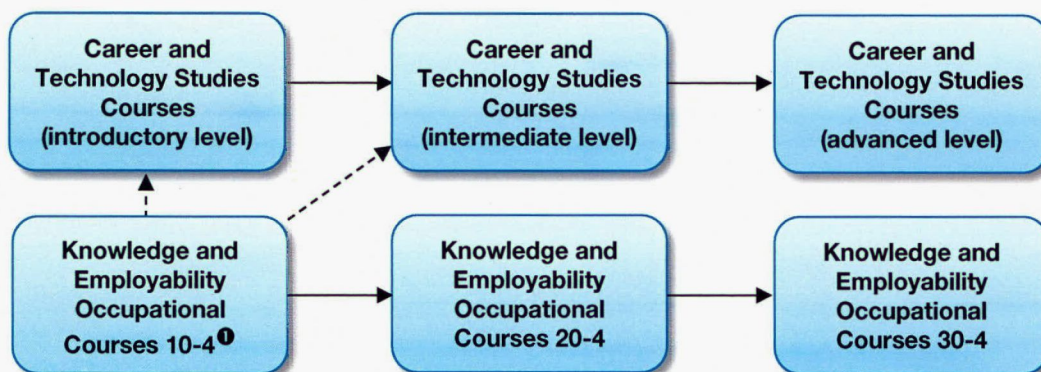


**Note:** Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.



## Knowledge and Employability Occupational Courses to Career and Technology Studies (CTS) Courses



(Each CTS course is 1 credit.)

(Each Knowledge and Employability course is 5 credits.)

—————> Typical Progression  
 - - - - -> Possible Progression

- 1** Transfer from a 10-4 Knowledge and Employability occupational course directly to an intermediate-level Career and Technology Studies course may be considered where there is content relevancy and prerequisite requirements are met.

For more information on Knowledge and Employability, see the [Knowledge and Employability Courses](#) section.

**Note:** Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.



## Program Delivery Options

Choice is an important principle in Alberta's education system. School authorities have the flexibility to use resources and any method of delivery as long as Alberta Education requirements, including outcomes of the programs of study, are met.

The Student Learning Standards Division of Alberta Education designs, develops and produces distributed learning courses that may be used to support any delivery option. These courses are available for download at [LearnAlberta.ca](http://LearnAlberta.ca).

Parents can access a number of program delivery options for their children. Alternative programs, blended programs, distributed learning, home education, online delivery and outreach programs are highlighted in this section.

### Alternative Programs

[School Act](#), Section 21

Alberta Education supports the establishment of alternative programs, and section 21 of the *School Act* sets out the rights of boards to provide alternative programs. The *School Act* defines an alternative program as an education program that:

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

Section 21(4) of the *School Act* states that if a parent enrolls a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that

- (a) may be incurred by the board in offering the alternative program, and
- (b) are in addition to the costs incurred by the board in providing its regular education program.

For more information and requirements related to alternative programs, see the [Alternative Programs Handbook](#) or contact [Field Services](#).

### Blended Program

[School Act](#), Section 29

[Home Education Regulation, AR 145/2006](#)

A [blended program](#) is an education program that consists of two distinct parts:

- Part 1: a school-provided program where a teacher employed by a school board or accredited private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta programs of study.
  - In grades 1 to 9, the courses must amount to at least 50% of the student's program.
  - In grades 10 to 12, the courses must amount to at least 20% of the student's program.
- Part 2: a home education program that meets the requirements of the *Home Education Regulation*.



School boards or accredited private schools are not required to offer blended programs. The offering of blended programs is optional.

For more information on the requirements for the home education portion of the program, see the Home Education section below.

For more information on blended programs, contact [Field Services](#).

## **Distributed Learning**

School authorities may offer their own distributed learning programs or they may access the services of the [Alberta Distance Learning Centre](#) (ADLC). The ADLC is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from the ADLC.

## **Home Education**

[School Act](#), Section 29

[Home Education Regulation](#), AR 145/2006

A parent wishing to home educate their child must notify any school board or an accredited private school of their intent to home educate and request that the board or accredited private school supervise the home education program. Notification of the intent to home educate can be made at any time during a school year.

A board that consents to supervise a home education program is referred to as an associate board. An accredited private school that consents to supervise a home education program is referred to as an associate private school. An associate board or associate private school will review the completed [notification form](#) and the education plan developed by the parent and notify the parent within 15 school days.

Associate boards or associate private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and associate private schools must develop a policy for a home education student's participation in school and extracurricular activities.

A parent who intends to provide a home education program must develop the program in accordance with the *Home Education Regulation*. If the parent develops a program that does not follow the Alberta programs of study, the parent must certify that the program is consistent with the student learning outcomes listed in the schedule in the *Home Education Regulation*. Parents may ask the associate board or associate private school for assistance in developing a home education plan or program.

Teachers assigned to home education facilitate student learning by offering assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and associate private schools are required to provide a written report of the student's progress. This written report is included in the student's record. Home education students must be offered the opportunity to participate in provincial assessments.

If an associate board or associate private school terminates a home education program, it is responsible for the student's education program for the remainder of the school year and must ensure that the student has access to an education program for the remainder of the year.

For more information, see the [Home Education Handbook](#) or contact [Field Services](#).



## Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of certificated teachers employed by a school board or by an accredited private school. Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction.

Alberta Education designs, develops and produces authorized online courses and courseware through the Student Learning Standards Division. Many of these courses are available for teachers in Alberta to download from [LearnAlberta.ca](http://LearnAlberta.ca).

School authorities providing instruction through online delivery should consider the following prior to program implementation:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels
- time frames for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside Alberta
- program decisions (e.g., self-paced or teacher controlled, synchronous or asynchronous)
- how to deliver all outcomes of Alberta programs of study
- provision for writing provincial assessments
- program and teacher evaluation
- how to provide alternative forms of program delivery for non-resident students who are experiencing difficulty in the online environment.

## Outreach Program

An [outreach program](#) provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the outreach program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The outreach program must provide students with access to educational services that are in addition to distributed learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training and study skills.

School authorities choosing to run their outreach program as a school will be required to meet legislative and other requirements associated with operating a school (e.g., designating a school principal, establishing a school council, annually preparing a school three-year education plan and a school annual results report, and following the *School Act* and regulations).



Applications for approval to begin new outreach programs must be submitted by March 31 to the appropriate Field Services Director, using the Application to Operate a New Outreach Program provided in the [Outreach Programs Handbook](#). Alberta Education may not approve all applications.

For more information, see the *Outreach Programs Handbook* or contact [Field Services](#).

## **Schools of Choice**

### **Charter Schools**

[School Act](#), Sections 31–38

[Charter Schools Regulation](#), AR 212/2002

A charter school is an autonomous public school that provides innovative or enhanced education programs that improve student learning. Charter schools have characteristics that set them apart from other public schools in meeting the needs of a particular group of students through a specific program or teaching/learning style, approach or pedagogy while following provincial programs of study. The proposed method of educational delivery that improves student learning must be supported by research.

The Minister may issue a charter to establish a charter school in accordance with the regulations if the Minister is of the opinion that the program to be offered by the charter school is not already being offered by the board of the school division in which the charter school is located.

A person or group interested in a charter school must first approach the local school board to determine if the board will establish an alternative program.

For information regarding the requirements for special education programming in charter schools, see [Accommodating Students with Exceptional Needs in Charter Schools](#).

For more information on charter schools, see the [Charter Schools Handbook](#) or contact [Field Services](#).

### **Private Schools**

[School Act](#), Section 28

[Private Schools Regulation](#), AR 190/2000

Parents may choose to educate their children in a private school.

A private school provides an educational alternative for parents who wish to have their children taught in accordance with a particular focus. Private schools can be based on religious beliefs, athletics, academics or a particular philosophy of learning.

Private schools may charge tuition and other fees as required. In addition, private schools may select their students and are not required to enroll all students.

Private schools are operated by a society under the [Societies Act](#) or a company registered under Part 9 of the [Companies Act](#). Private schools are governed by the Board of Directors of the society or company.

For information regarding the requirements for special education programming in accredited-funded private schools, see [Requirements for Special Education in Accredited-Funded Private Schools](#).

For more information on private schools, see the Alberta Education website section explaining [school choice](#), or contact the Provincial Coordinator of Private Schools in [School Accreditation and Standards](#).



## Considerations for Program Delivery

A number of programs, supports and services exist in schools and communities to help children and students become engaged and successful learners. This section highlights the learning commons, learning and technology, guidance and counselling, and collaborative service delivery. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a welcoming, caring, respectful and safe learning environment for students. Information is given about HIV/AIDS in educational settings, human sexuality education, the use of human tissue and fluid in educational programming, controversial issues and notice under section 50.1 of the *School Act*.

### Learning Commons

The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

The learning commons should:

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information
- provide support, space and resources for inquiry, play and imagination
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning
- provide and support technology for learning to enable creation, collaboration and communication
- provide student access to and guidance on the use of:
  - online public access catalogues (OPAC)
  - online licensed and open access resources
  - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and non-fiction) which reflect multiple perspectives, promote literacy and numeracy and develop students' interests and competencies beyond the school setting. These resources should include those that:
  - recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples
  - reflect and support the cultural and linguistic perspectives of Francophone communities
- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts
- continue to promote intellectual freedom.



## **Learning and Technology Policy Framework**

The *Learning and Technology Policy Framework* describes a common vision for the seamless integration of technology into the learning environment. The vision is student-centred and emphasizes the importance of supporting students in using technology to create and share knowledge.

The policy framework is a guide for decision making at all levels, from government to the classroom. Making decisions that align with this common vision will help ensure those decisions complement each other and yield the greatest benefit to students. The policy framework identifies five interdependent policy directions to achieve the vision: [Student-Centred Learning](#); [Research and Innovation](#); [Professional Learning](#); [Leadership](#); and [Access, Infrastructure and Digital Learning Environments](#).

For more information, see the [Learning and Technology Policy Framework](#) on the Alberta Education website.

## **School Guidance and Counselling**

School authorities have the responsibility to meet the needs of all students and enable their success. This is facilitated by the development of a continuum of supports and services. School-based supports, such as school guidance and counselling, address students' educational, personal, social, emotional and career needs. Each school authority determines its approach based on its learners, resources and community context.

School guidance and counselling involves collaborative partnerships that support learner success. This may involve a school counsellor or other school staff and parents and/or guardians working together with community services and professionals. For more information regarding collaborative practices and partnerships, visit [Collaboration](#) on Alberta Education's website.

Through school guidance and counselling and other strategies focused on awareness, communication, prevention and intervention, school communities are able to build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning.

## **Collaborating to Support Children, Youth and Their Families**

Alberta Education, school authority staff and partners engage in many collaborative practices, embedding the principles of a wraparound approach to support children, youth and families. [Regional Collaborative Service Delivery](#) (RCSD) is an example of a collaborative approach to ensure that children, youth and families have access to supports they need to be successful both at school and in the community. RCSD is a partnership among school authorities, Alberta Health Services, Human Services and other community stakeholders. These partners work together on a regional basis to meet the identified needs of children and youth. There are 17 RCSD regions across the province. Supports and services available in a particular region depend on what service priorities have been identified by the regional partners. Examples of other collaborative initiatives include [Mental Health Matters](#); [Success in School for Children and Youth in Care: Provincial Protocol Framework](#); [Alberta Mentoring Partnership](#); and [Welcoming, Caring, Respectful and Safe Learning Environments](#).

A variety of resources to support cross-sector collaboration and partnering have been developed through various cross-ministry initiatives. Some of these include the [Working Together Toolkit](#), [Alberta's Approach to Collaborative Practices](#) and [Alberta's Information Sharing Strategy](#). For more information, see [Services for Students and Children: Collaborative Partnerships for the Delivery of Supports and Services](#) on the Alberta Education website.



## HIV/AIDS in Educational Settings

There are no public health reasons to exclude a child infected with HIV/AIDS from attending school. Similarly, there is no basis on which to exclude HIV-infected teachers or other school staff from the work setting provided they are well enough to perform their usual duties.

[Guidelines for HIV/AIDS in Educational Settings](#) is a document developed in cooperation with Alberta Health. It provides current, relevant information to school authorities on this topic.

## Human Sexuality Education

Human sexuality education is mandated by the [Human Sexuality Education Policy](#) and is taught at several levels in Alberta, including the Grade 4 to Grade 9 [Health and Life Skills](#) program and the senior high school [Career and Life Management](#) (CALM) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

### Exemption from Human Sexuality Instruction

The [School Act](#) requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material.

For more information, see the Human Sexuality Education Policy and [Notice under Section 50.1 of the School Act](#), or contact the [Programs of Study and Resources Sector – Sciences and Wellness](#).

## Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, see [Safety in the Science Classroom](#) on the Alberta Education website.

## Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.



Discussing or studying controversial issues provides opportunities to:

- present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

### **Notice under Section 50.1 of the School Act**

Section 50.1 of the *School Act* requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes or human sexuality.

The notice to parents required under section 50.1 of the *School Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances as per section 16.1 of the *School Act*. Section 50.1 applies to circumstances where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. As peer-support groups, student-led organizations such as gay-straight alliances and other similar types of clubs fall outside of these parameters.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and school administrators should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 50.1 of the *School Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

### **Determining When to Provide Notice to Parents**

The Alberta programs of study contain the provincially mandated learning outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 50.1, Alberta Education has done a review of the programs of study to identify those courses that contain outcomes that deal primarily and explicitly with religion or human sexuality. The following courses have been identified as containing outcomes that require notification under section 50.1:

- Career and Life Management (CALM) → human sexuality
- Career and Technology Studies (CTS) → Reproduction & Readiness for Parenting (HCS3050) → human sexuality



- Career and Technology Studies (CTS) → Developing Maturity & Independence (HSS1040) → human sexuality
- Health and Life Skills (Grades 4, 5 and 6) → human sexuality
- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20 → religion
- World Religions 30 → religion

Notification under section 50.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion or human sexuality.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 50.1. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required where courses of study, educational programs or instructional materials, or instruction or exercises, contain subject matter that deals **primarily and explicitly** with religion or human sexuality.
  - For the course of study, educational program or instructional material, or instruction or exercise, to be considered to deal explicitly with religion or human sexuality, there must be no question that the subject matter is intended to be about religion or human sexuality. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion. Similarly, in order to be considered explicitly about “human sexuality,” a course of study, educational program or instructional material, or instruction or exercise, must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.
  - Even if the subject matter deals **explicitly** with religion or human sexuality, the course of study, educational program or instructional material, or instruction or exercises, must also **primarily** deal with religion or human sexuality. For example, even though various outcomes in the social studies programs of study include explicit references to “religion,” the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where instructional materials contain subject matter that explicitly deals with religion or human sexuality, unless those instructional materials are also primarily about one of these subjects.
2. Section 50.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes or human sexuality in a course of study, educational program or instructional material, or instruction or exercise.
  - Where a reference to religion, religious themes or human sexuality occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise nor should they feel the need to stop classroom discussion.



- Similarly, where a course of study, educational program or instructional material, or instruction or exercise, does not already deal primarily and explicitly with religion or human sexuality, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.
3. Section 50.1 does not apply to student behaviour or interactions that are not related to courses of study, educational programs or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion or human sexuality.

### **How to Provide Notice to Parents**

Notification to parents under section 50.1 should be in writing and allow the parent enough time to request that their child be exempted from the course of study, educational program or instructional materials, or instruction or exercises, at issue. Section 50.1 does not require teachers or boards to obtain parental consent before providing the course of study, educational program or instructional materials, or instruction or exercise. Notification procedures must include the following:

1. A notice must be provided to the parent indicating that a particular outcome or component of a course of study, educational program or instructional materials, or instruction or exercises, includes subject matter that deals primarily and explicitly with religion or human sexuality. A sample notice form can be found in [Appendix 4](#).
2. In the circumstance where a student is registering for a specific course of study or educational program that deals primarily and explicitly with religion or human sexuality, notice may be given to the parent on the registration form for said course of study or educational program, identifying that the course of study or educational program, or a portion thereof, is primarily and explicitly about religion or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.
3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises may wish to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious courses of study, educational programs or instructional materials, or instruction or exercises, are used.

### **Exclusion from Instruction**

Where a parent makes a written request, section 50.1 requires a teacher to exclude a student, without academic penalty, from the course of study, educational program or instructional material that includes subject matter that deals primarily and explicitly with religion or human sexuality. The parent should indicate in their written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in [Appendix 4](#).

### **How to Address Concerns or Complaints from Parents**

Boards (including charter schools) must ensure that concerns or complaints from parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 123 of the [School Act](#). Private schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 50.1 at the local level.



## Purpose of Assessment

The primary purpose of assessment is to improve student learning. Assessment information is also used to enhance instruction to students and assures Albertans that the education system is meeting the needs of students and achieving the outcomes of the [\*Ministerial Order on Student Learning\*](#).

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:

- The information is essential so that teachers can assist in meeting the learning needs of students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

## Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet the student's learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, classroom assessment should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of competency development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a student already knows and can do. Assessment information should be used by a student to be informed about, to reflect upon and to initiate activities that enhance their learning.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

## Diagnostic Approaches to Instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.



## Assessment as the Basis for Communicating Individual Student Achievement

When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working (e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts). Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The Assessment as the Basis for Communicating Individual Student Achievement provision is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about:

- their child's attitudes, skills and knowledge developed through a set of learning outcomes as referenced in programs of study
- how well their child is doing in each subject
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts and mathematics.

The provision does not restrict the communicating of student achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the two specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent-teacher conferences, assessment portfolios, report cards or student work samples. Many methods can be chosen for implementing this provision, but often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial achievement standards, Alberta Education is releasing to schools, every two years, complete achievement tests in all achievement testing areas. These released achievement tests contain the questions, key and other pertinent material about each test and are supplied to all schools. [Writing examples](#) for grades 6 and 9 English language arts achievement tests are available on the Alberta Education website. Français and French language arts [writing examples](#) are also available on the Alberta Education website.



## Provincial Achievement Testing Program

The provincial achievement tests (PATs) measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study.

Students registered in grades 6 and 9 and ungraded students in their sixth and ninth years of schooling are expected to write provincial achievement tests.

Provincial achievement tests are administered annually in English language arts, Français, French language arts, mathematics, science and social studies in grades 6 and 9. Grade 9 achievement tests based on the Knowledge and Employability programs of study in English language arts, mathematics, science and social studies are also administered. French translations of all mathematics, science and social studies achievement tests are available for students in Francophone and French immersion programs. Accommodations are available for students with special needs writing achievement tests as specified in the [Achievement Testing Program General Information Bulletin](#).

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the school authority and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the *Achievement Testing Program General Information Bulletin*. Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. [Guidelines for Interpreting the Achievement Test Multiyear Reports](#) is provided along with the results.

For more information on provincial achievement testing, see the following:

- *Achievement Testing Program General Information Bulletin*
- information about the [tests](#) on the Alberta Education website
- [Parent Guides to Provincial Achievement Testing](#).

## Individual Student Profile

For each student who writes achievement tests, an [Individual Student Profile](#) for the student's education record is provided electronically to the school through the secured Extranet site. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

## Student Learning Assessments

The new Student Learning Assessments (SLAs) will enable parents and teachers to be aware of a child's strengths or areas needing improvement at the start of the school year. The new SLAs will support student learning while more effectively assessing literacy, numeracy and competencies such as critical thinking, problem solving and the ability to apply knowledge to different scenarios. Alberta Education, in partnership with classroom teachers, is developing the new SLAs. They will be administered at the start of grades 3, 6 and 9.



In September 2015, Grade 3 students will take part in the second year of the pilot administration of the SLAs. Full implementation for Grade 3 is targeted for September 2016. A pilot for Grade 6 is also targeted for September 2016.

### **Literacy and Numeracy**

The SLAs will be provided digitally and will assess students within the context of the working definitions of literacy and numeracy that Alberta Education is currently using to guide its work:

- Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts.
- Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon and apply quantitative and spatial information when making judgements and decisions or taking action in all aspects of daily living.

### **Structure of the Grade 3 SLAs**

The four components of the Grade 3 SLAs have been determined in partnership with the Alberta School Boards Association, Alberta School Councils' Association, Alberta Teachers' Association, College of Alberta School Superintendents and Alberta Assessment Consortium. The four components of the Grade 3 SLAs are:

- a digitally scored literacy component
- a literacy performance-task component
- a digitally scored numeracy component
- a numeracy performance-task component.

The SLAs will reference the current provincial programs of study until the implementation of new programs of study.

### **English and French**

The literacy components of the SLAs are being developed independently for English, French immersion and Francophone students. The numeracy portions are being developed in English, and the French immersion and Francophone versions will be translations of the English version.

For more information on [Student Learning Assessments](#), visit the Alberta Education website.



## Introduction

Alberta Education diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the:

- Alberta High School Diploma (English and Francophone)
- Certificate of High School Achievement (English and Francophone)
- Certificate of School Completion
- Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by two alternatives).

**Note:** The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

## Alberta High School Diploma

Students who meet the requirements as outlined in this section of the *Guide* are awarded an [Alberta High School Diploma](#). Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an [Alberta High School Diploma \(Francophone\)](#).

## Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a [Certificate of High School Achievement](#).

Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in [Appendix 3](#) will also be awarded the Certificate of High School Achievement.

## Certificate of School Completion

The Certificate of School Completion can be awarded to students with a significant cognitive disability who meet the qualification criteria listed below. Certificates will be generated using student information in PASI upon nomination by the principal/assistant principal of the school.

### Qualification Criteria

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
  - Alberta High School Diploma
  - Diplôme d'études secondaires de l'Alberta
  - High School Equivalency Diploma
  - Diplôme d'équivalence d'études secondaires
  - Certificate of High School Achievement (Knowledge and Employability)
  - Certificat de réussite d'études secondaires (Connaissances et employabilité)



- The student has worked toward goals and objectives in their [individualized program plan](#)/instructional support plan.
- By the end of the current school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the current year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

For further information regarding student eligibility for the certificate, contact [Learner Services](#).

## **Mature Students**

Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria are to be satisfied prior to September 1.

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:

- 19 years of age or older; or
- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister.

The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed coursework on file with Alberta Education. The application of mature student status is conditional upon the completion of new coursework subsequent to September 1 of the school year in which the status becomes effective.

If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee by writing to the Executive Secretary, Special Cases Committee, [Provincial Assessment Sector](#), Alberta Education.

Mature students enrolled in credit courses must be registered with [Student Records](#). A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses.

A mature student may earn senior high school credits in non-diploma examination courses after successfully completing:

- courses offered in a regular accredited school
- courses offered under extension programs
- courses offered by distance education providers.

A mature student may earn senior high school credits in diploma examination courses by successfully completing course instruction and the diploma examination, or by successfully challenging the diploma examination.



A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education for the prerequisites in that course sequence. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See [Waiver of Prerequisites and Credits for Waived Prerequisite Courses](#), second example, in the Awarding Course Credits section.

The provision to automatically award credits to mature students does not apply to prerequisite courses in:

- Career and Technology Studies (CTS)
- locally developed/acquired and authorized courses, with the exception of locally developed language courses
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Mature students are eligible to receive the Alberta High School Diploma or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management (CALM).

Many school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enroll in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See [Alberta High School Diploma Requirements](#) in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–1995 may meet the current requirements or the requirements that were in effect the year they entered high school. [Appendix 2](#) contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will contact Student Records when a student requests programming to meet requirements for years prior to 1994–1995.

For more information, see [Grade 10 Students](#) in the Student Placement and Promotion section.

## High School Equivalency Diploma

There are two alternatives for achieving a [High School Equivalency Diploma](#).

### [Alternative 1](#)

A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency Form, available under Forms, Tools and Software on the [Extranet](#), to Alberta Education (Student Records), indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

The candidate shall obtain 100 school credits as described below:



- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education. For out-of-province students, please refer to the [Evaluation of Out-of-province/Out-of-country Educational Documents](#) section.
  - a high school course in mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 (5 credits)
  - one other 30-level course, other than English language arts (5 credits)
  - additional high school courses (42 credits).
- Additional credits which, when added to those gained according to the above, total at least 100, as follows:
  - additional high school courses
  - additional approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)

AND/OR

- a maximum of 15 credits for maturity, according to the following scale:
  - age 21–24 (inclusive)      5 credits
  - age 25–29 (inclusive)      10 credits
  - age 30 and over              15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading or private study.

For more information about Alternative 1, contact [Student Records](#) or the [Special Cases and Accommodations Team](#).

### **Alternative 2**

A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450<sup>❶</sup> or better on each test will be granted a High School Equivalency Diploma.

For more information about Alternative 2 and the GED program, contact the [Provincial Assessment Sector](#).

❶ The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.



**ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)**

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS  
including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES – 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS – 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE – 20 LEVEL <sup>1</sup>

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS) <sup>2</sup>

CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>3</sup>

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages <sup>4</sup> courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses <sup>5</sup>

10 CREDITS IN ANY 30-LEVEL COURSE  
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS  
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) <sup>6</sup>

These courses may include:

- 30-level locally developed/acquired and authorized courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses <sup>7</sup>
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

(continued)



- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on [exemption from the physical education requirement](#).
- ❸ See information on [exemption from the CALM requirement](#).
- ❹ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❺ Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❻ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❼ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**Further Notes:**

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the [Mature Students](#) section for applicable requirements.



**ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (FRANCOPHONE)**

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:
FRANÇAIS – 30 LEVEL (Français 30-1 or 30-2)
ENGLISH LANGUAGE ARTS – 30 LEVEL <sup>1</sup> (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL <sup>2</sup> (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>3</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>4</sup>
10 CREDITS IN ANY COMBINATION FROM: <ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS) courses</li> <li>• Fine Arts courses</li> <li>• Second Languages <sup>5</sup> courses</li> <li>• Physical Education 20 and/or 30</li> <li>• Knowledge and Employability courses</li> <li>• Registered Apprenticeship Program courses</li> <li>• Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses <sup>6</sup></li> </ul>
5 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) <sup>7</sup>  These courses may include: <ul style="list-style-type: none"> <li>• 30-level locally developed/acquired and authorized courses</li> <li>• Advanced level (3000 series) in Career and Technology Studies courses</li> <li>• 30-level Work Experience courses <sup>8</sup></li> <li>• 30-level Knowledge and Employability courses</li> <li>• 30-level Registered Apprenticeship Program courses</li> <li>• 30-level Green Certificate Specialization courses</li> <li>• Special Projects 30</li> </ul>

(continued)



- ❶ There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see [Alberta High School Diploma Requirements for Francophone Students – English Language Arts](#) below.
- ❷ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❸ See information on [exemption from the physical education requirement](#).
- ❹ See information on [exemption from the CALM requirement](#).
- ❺ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❻ Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❼ 30-level English language arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❽ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**Further Notes:**

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Mature students should consult the [Mature Students](#) section for applicable requirements.

## **Alberta High School Diploma Requirements for Francophone Students – English Language Arts**

Students who use Français 30-1 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma requirement provided that the student entered the Alberta school system within five years of the anticipated completion year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2. In order for the student to be exempted from the English language arts diploma requirement, the principal must also exempt the student from English Language Arts 10-1 or 10-2 and 20-1 or 20-2 and report the exemptions in PASI at the time they are granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For more information, contact [French Language Education Services](#).



**CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)**

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS <sup>❶</sup> including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>❷</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>❸</sup>
5 CREDITS IN <ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS) course, or</li> <li>• 30-level locally developed/acquired and authorized course with an occupational focus</li> </ul> AND
5 CREDITS IN <ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course,<sup>❹</sup> or</li> <li>• 30-level Green Certificate course,<sup>❺</sup> or</li> <li>• Special Projects 30</li> </ul>
OR
5 CREDITS IN <ul style="list-style-type: none"> <li>• 30-level Registered Apprenticeship Program (RAP) course<sup>❻</sup></li> </ul>

❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

❷ See information on [exemption from the physical education requirement](#).

❸ See information on [exemption from the CALM requirement](#).

❹ Refer to the [Off-campus Education Handbook](#) for additional information.

❺ Refer to the Alberta Education website for additional [Green Certificate](#) information.

❻ Refer to the [Off-campus Education Handbook](#) for additional information.



<b>CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (FRANCOPHONE)</b>	
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.	
80 CREDITS <sup>①</sup> including the following:	
FRANÇAIS 20-2 OR 30-4	
ENGLISH LANGUAGE ARTS 20-2 OR 30-4 <sup>②</sup>	
MATHEMATICS 10-3 OR 20-4	
SCIENCE 14 OR 20-4	
SOCIAL STUDIES 10-2 OR 20-4	
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>③</sup>	
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>④</sup>	
5 CREDITS IN	
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS) course, or</li> <li>• 30-level locally developed/acquired and authorized course with an occupational focus</li> </ul>	
AND	
5 CREDITS IN	
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course,<sup>⑤</sup> or</li> <li>• 30-level Green Certificate course,<sup>⑥</sup> or</li> <li>• Special Projects 30</li> </ul>	
OR	
5 CREDITS IN	
<ul style="list-style-type: none"> <li>• 30-level Registered Apprenticeship Program (RAP) course<sup>⑦</sup></li> </ul>	

- ① To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- ② There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see [Certificate of High School Achievement Requirements for Francophone Students – English Language Arts](#) below.
- ③ See information on [exemption from the physical education requirement](#).
- ④ See information on [exemption from the CALM requirement](#).
- ⑤ Refer to the [Off-campus Education Handbook](#) for additional information.
- ⑥ Refer to the Alberta Education website for additional [Green Certificate](#) information.
- ⑦ Refer to the [Off-campus Education Handbook](#) for additional information.



## Certificate of High School Achievement Requirements for Francophone Students – English Language Arts

Students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a Certificate of High School Achievement must also complete English Language Arts 20-2 or 30-4. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement requirement provided that the student entered the Alberta school system within five years of the anticipated completion year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4. The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

For more information, contact [French Language Education Services](#).







## Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, in accordance with policies of the school authority and the provisions in the *Guide*.

### Grade 10 Students

For the purpose of determining a student's high school completion requirements, the following applies: Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education. Also see [Mature Students](#) in the Diploma and Certificate Requirements section for information regarding those who entered senior high school before the 1994–1995 school year.

### Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific outcomes for each core course of the junior high school program to the extent of their potential, has achieved acceptably in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a high school completion program.

A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses. The following are examples of course sequences that meet these criteria:

- English Language Arts 10-1, 20-1, 30-1
- Français 10-1, 20-1, 30-1
- French Language Arts 10-1, 20-1, 30-1
- Mathematics 10C, 20-1, 30-1
- Mathematics 10C, 20-2, 30-2
- Science 10–20–30
- Social Studies 10-1, 20-1, 30-1.

Only a Francophone school in Alberta can offer credit for Français courses.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.



Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school principal submits the marks into PASI.

Schools whose students take courses for senior high school credits while in junior high school, including heritage language credit courses, will not receive credit enrolment unit funding for those courses completed. For more information, see the [Funding Manual for School Authorities](#).

## Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not typically equated to credits for the [Alberta High School Diploma](#) but may be evaluated for and applied toward the [High School Equivalency Diploma](#). Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the [Provincial Dual Credit Strategy](#) will create opportunities for high school students to earn both high school and post-secondary credits for the same coursework. For more information, see [Awarding and Reporting Dual Credits](#).

## Evaluation of Out-of-province/Out-of-country Educational Documents

Students entering an Alberta-accredited senior high school program from outside Alberta should submit transcripts, or other official statements of previous standing in senior secondary coursework, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses. For courses the student has been evaluated as passing, credits may be awarded or, if no equivalent Alberta approved senior high school course is available, unassigned credits may be awarded.

This assessment of documents should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the [Diploma and Certificate Requirements](#) section. Students who are assessed as passing a 30-level course are not required to take the Alberta diploma examination to receive credit for that course.

Evaluations of coursework completed outside of an Alberta-accredited school are to be reported with a mark of "P" for pass. Only evaluations resulting in a "P" for pass are to be reported. All marks are submitted into PASI. The Alberta Official Transcript of High School Achievement will report the course code and credits awarded for the evaluation. If the student wishes to have a percentage mark reported on the Alberta Official Transcript of High School Achievement, they must complete the course within an Alberta-accredited school. This can be done either by enrolling in and successfully completing the course, or by completing a course challenge. For diploma examination courses the student must also complete the diploma examination.

Former students of a Francophone education program from outside Alberta entering an Alberta non-Francophone high school may be granted credits for either French as a second language or French language arts but not for Français. Only a Francophone school can offer credit for Français.

Schools must **not** use the following when evaluating out-of-province documents:

- Special Projects 10, 20, 30
- Work Experience 15, 25, 35.



A transfer guide designed to assist in the placement of students has been authored by the [Council of Ministers of Education, Canada](#) (CMEC). [Secondary Education in Canada: A Student Transfer Guide](#) can be viewed on the CMEC website.

For the evaluation of out-of-country documents, including information on the comparison of grade levels based on the achievement of specific secondary level credentials, principals may wish to consider the following sources:

- The [Canadian Information Centre for International Credentials \(CICIC\)](#) has online country education profiles and comparison tools as well as guiding principles for the recognition of foreign credentials.
- The [International Qualifications Assessment Service](#) has also developed [International Education Guides](#) as resources for educational institutions, employers and professional licensing bodies. The International Education Guides provide current and comprehensive profiles of the educational systems (secondary and post-secondary) in other countries and how credentials from these countries compare to educational standards in Canada.

An [Alberta High School Diploma](#) is not to be issued solely on the basis of the evaluation of out-of-province credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

In the case of a dispute over the number of senior high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the [Special Cases Committee](#). This committee deals with matters requiring the interpretation and application of policy relative to individual students. The final procedural level in the appeal process is the Minister of Education.

The Special Cases and Accommodations Team may be contacted by e-mail at [Special.Cases@gov.ab.ca](mailto:Special.Cases@gov.ab.ca). The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at:

Provincial Assessment Sector, Alberta Education  
6<sup>th</sup> Floor  
44 Capital Boulevard, 10044 – 108 Street  
Edmonton, Alberta T5J 5E6

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeals to Alberta Education in these instances.

## Visiting or Exchange Students

### Registration

Visiting or exchange students from another province or country who wish to complete a course for credit must register with the appropriate school authority.



## Statement of Achievement

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the Alberta Official Transcript of High School Achievement and would reflect only the courses the student actually completed in an Alberta school.

## Diploma Examinations

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1, English Language Arts 30-2 and Science 30 diploma examinations must be written in English. The Français 30-1 and French Language Arts 30-1 diploma examinations must be written in French. The diploma examinations in Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30 and Physics 30 may be written in either English or French.

For more information about the writing of diploma examinations, see the [\*Diploma Examinations Program General Information Bulletin\*](#).

For information regarding fees, see [Eligibility to Write](#) in the Student Assessment in Senior High School section.

Contact [International Education Services](#) for information about international education initiatives, student exchanges and right of access to education for students from another country.

For information on study permits and the application process, contact [Citizenship and Immigration Canada](#).



## Introduction

[School Act](#), Section 39(3)(c)  
[Student Evaluation Regulation](#), AR177/2003

The *Student Evaluation Regulation* governing the evaluation of students has been developed under section 39(3)(c) of the *School Act*.

Further to the [Student Evaluation Policy](#) in the Policies section of the *Guide*, this section provides additional information on student assessment in senior high school.

## Reporting Student Achievement in Senior High School Courses

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

High schools that provide the instruction or assessment to the student are the only schools authorized to submit the student's mark or evaluation to Alberta Education.

Schools must use one of the following designations when submitting into PASI the results of student achievement in either a regular (including diploma examination) course or a Career and Technology Studies (CTS) course.

### REPORTING COURSE COMPLETION STATUS

Designation	Course Completion Status	Mark
<b>COM (complete)</b>	<ul style="list-style-type: none"> <li>A "complete" (COM) status should be used: <ul style="list-style-type: none"> <li>when a student finishes a regular course with a mark of 0–100%, or</li> <li>when a student successfully completes a CTS course with a mark of not less than 50%.</li> </ul> </li> <li>A course completion status of COM may be used for all courses.</li> </ul>	<ul style="list-style-type: none"> <li>A mark is submitted to Alberta Education.</li> <li>The course appears on the student transcript.</li> </ul>
<b>WDR (withdrawal)</b>	<ul style="list-style-type: none"> <li>A "withdrawal" (WDR) status should be used when a student chooses not to complete a course and the school agrees to remove the student from the course.</li> <li>A course completion status of WDR may be used for all courses.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course does not appear on the student transcript.</li> </ul>
<b>INC (incomplete)</b>	<ul style="list-style-type: none"> <li>An "incomplete" (INC) status should be used when a student does not withdraw from a CTS course and does not successfully complete the course with a mark of 50% or greater.</li> <li>A course completion status of INC may be used only for CTS courses.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course does not appear on the student transcript.</li> </ul>

(continued)



Designation	Course Completion Status	Mark
<b>INP (in progress)</b>	<ul style="list-style-type: none"> <li>An “in progress” (INP) status should be used if submitting a course enrollment into PASI prior to the student completing the course.</li> <li>The intention of “INP” is to provide a way to submit course enrollment when the student registers.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course is not completed yet, so it does not appear on the student transcript.</li> </ul>
<b>Registered</b>	<ul style="list-style-type: none"> <li>A “registered” status should be used if submitting a course enrollment into PASI in advance of the student starting the course.</li> <li>This will replace the “INP” status as school software becomes integrated with PASI.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course is not completed yet, so it does not appear on the student transcript.</li> </ul>
<b>Active</b>	<ul style="list-style-type: none"> <li>An “active” status should be used if submitting a course enrollment into PASI after the student has started taking the course but prior to a mark being assigned.</li> <li>This will replace the “INP” status as school software becomes integrated with PASI.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course is not completed yet, so it does not appear on the student transcript.</li> </ul>

Achievement in all senior high school credit courses is to be reported, with the appropriate designation, in PASI. When funding is requested, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For more information, see the [Funding Manual for School Authorities](#).

School-awarded marks in diploma examination courses shall be reported in PASI by the dates specified in the Schedules and Significant Dates section of the [Diploma Examinations Program General Information Bulletin](#).

School-awarded marks in all non-diploma examination courses shall be reported in PASI in accordance with Student Records' Schedule of Activities, located on Alberta Education's [Extranet](#), or as otherwise specified by Student Records.

## Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

Schools are to report all successfully completed CTS courses in PASI, along with an awarded mark of not less than 50% for each 1-credit course. Schools also report CTS courses in which the student has an incomplete or withdrawal status. See [Reporting Course Completion Status](#) in this section.

Challenged CTS courses and waived prerequisite CTS courses are also to be reported. See [Course Challenge](#) and [Waiver of Prerequisites and Credits for Waived Prerequisite Courses](#) in the Awarding Course Credits section.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the [Funding Manual for School Authorities](#).



## Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, in PASI, at the time of granting the exemption.

## Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the [senior high school programs of study](#). Students enrolled in the following courses are required to write diploma examinations:

- Biology 30
- Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1
- Mathematics 30-2
- Physics 30
- Science 30
- Social Studies 30-1
- Social Studies 30-2.

The final mark for diploma examination courses is determined by blending the diploma examination mark (30%) with the school-awarded mark (70%). To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1, English Language Arts 30-2 and Science 30. Students may elect to write either the French or English language version of the respective examination.

For more information on [diploma examinations](#), see the following documents available on the Alberta Education website:

- [Diploma Examinations Program General Information Bulletin](#)
- [Information for Students](#)—a flyer for Alberta students and teachers sent to all schools
- [Information for Parents](#)—a flyer for parents and school councils sent to all schools
- [Subject information bulletins](#) for each course in which a diploma examination is administered.

## Registering for Diploma Examinations

All students currently enrolled in diploma examination courses writing the diploma examination for the first time must be registered by their senior high school principal. All first-time diploma examination writing registrations are to be submitted by the school into PASI.



Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee. This can be done [online](#) or by submitting a [Diploma Examination Registration/Rewrite Fee Payment Form](#). Schools cannot register a student to rewrite a diploma examination.

Mature students and students not currently enrolled in a diploma examination course who wish to write a diploma examination must register directly with Alberta Education. This can be done [online](#) or by submitting a [Diploma Examination Registration/Rewrite Fee Payment Form](#).

All diploma examination registrations must be submitted by the appropriate due date as published in the [Diploma Examinations Program General Information Bulletin](#).

All schools or writing centres offering diploma examinations must submit their Diploma Examination Sittings into PASI.

Special Writing Centres outside Alberta may be authorized upon application to and approval by the [Special Cases and Accommodations Team](#).

## Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current [Diploma Examinations Program General Information Bulletin](#) available in all senior high schools or on the Alberta Education website.

## Eligibility to Write

Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

Students who have been awarded credit previously for a course may register to write a diploma examination for that course. Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee. This can be done [online](#) or by submitting a [Diploma Examination Registration/Rewrite Fee Payment Form](#).

[Mature Students](#), as defined in the Diploma and Certificate Requirements section, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education or who are not on a reciprocal exchange are required to pay a non-refundable registration fee to write a diploma examination. For more information, see the [Diploma Examinations Program General Information Bulletin](#).

Students who are in a home education program are eligible to write diploma examinations. See the [Home Education Regulation](#).

## Rewrite Fees

Students who intend to rewrite one or more diploma examinations are required to register directly with Alberta Education and pay a non-refundable rewrite registration fee for each examination. This can be done [online](#) or by submitting a [Diploma Examination Registration/Rewrite Fee Payment Form](#). This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.

Students are charged a non-refundable rewrite registration fee for a diploma examination if they have written examinations in this course within the current school year or the two school years prior to the current school year.



## Accommodations for Students with Special Diploma Examination Writing Needs

*Student Evaluation Regulation, AR177/2003*

Students with special diploma examination writing needs may require accommodations to write a diploma examination.

A list of accommodations and the processes related to requesting them are found in the Diploma Examination Accommodations section of the [Diploma Examinations Program General Information Bulletin](#).

For assistance and inquiries regarding the use of accommodations for diploma examinations, contact the [Special Cases and Accommodations Team](#).

## Exemption from Writing Diploma Examinations

Under specific circumstances, a partial or full exemption from the diploma examination may be granted upon application to and approval by the [Special Cases and Accommodations Team](#). For more information, see the Special Cases section of the [Diploma Examinations Program General Information Bulletin](#).

## Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations can retrieve their Diploma Examination Results Statement from the student self-service website called [myPass](#). The statement shows the diploma examination mark received for the writing session specified, the school-awarded mark for the writing session specified, and the most recent official mark for the diploma examination course.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the official mark, for official transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course.

## Reporting Results of the Provincial Assessments

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. The school principal must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released/web-posted annually by the Minister in the fall. Prior to this release/web-posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure website. Following the ministerial release, the [multiyear summary reports](#) are provided on Alberta Education's website. For more information, schools can refer to [School Authority Planning and Reporting](#) on the Alberta Education website.



## Appeal Procedures

### School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted into PASI before the official release dates of Results Statements. These dates are published in the annual [Diploma Examinations Program General Information Bulletin](#).

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted for approval into PASI.

### Diploma Examination Marks

A student who believes that their diploma examination mark does not appropriately reflect their achievement may:

- submit a written request for a rescore to the [Provincial Assessment Sector](#), in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. Some diploma examinations may not be available for rewrite during certain examination administration periods. For more information, see the [Diploma Examinations Program General Information Bulletin](#).

### Rescoring a Diploma Examination

A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education. This fee is refunded if the examination mark increases by 5% or more as a result of rescoring.

The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

## High School Diplomas, Certificates and Transcripts

[Student Records](#) issues the [Alberta High School Diploma](#), the [High School Equivalency Diploma](#), the [Certificate of High School Achievement](#) or the [Certificate of School Completion](#) to students who meet the requirements. The Detailed Academic Report is an unofficial document that contains a student's entire senior high school record and can be accessed and printed directly by the student on [myPass](#).

For a fee, students may request that an Alberta Official Transcript of High School Achievement be sent to themselves, an employer or a post-secondary institution. The request and payment can be submitted on myPass. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported.

It is the responsibility of the student to request a new transcript when their information has been updated. Students can view unofficial copies of transcripts using myPass.



## Language Versions

Diplomas and certificates are generally issued in English. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their diploma or certificate. Principals should submit a letter to Student Records naming those students wanting French diplomas or certificates. For students registered in a Francophone school, diplomas and certificates are automatically issued in French.

Using [myPass](#), students may request their credential be reprinted in English or French. Transcripts in English or French may also be requested by the student using myPass. The Detailed Academic Report is available in English only.

## Provisions for Mature Students

Mature students may earn senior high school credits without holding credits for the prerequisite courses. For more information, see [Mature Students](#) in the Diploma and Certificate Requirements section.

## Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school authority from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are submitted into PASI, the principal may only submit a “P” for pass, not a grade or percentage score.







## Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following ministry requirements:

- instruction is the responsibility of qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each course meets the minimum times specified by Alberta Education
- the content of each course follows that outlined in the [senior high school programs of study](#) and/or course(s) approved by the Minister and/or by the school authority
- the senior high school is operating in accordance with the *Guide to Education: ECS to Grade 12*
- student evaluation is carried out in accordance with school authority policy and is consistent with the [Student Evaluation Policy](#)
- school-awarded marks in diploma examination courses and final marks in all other senior high school courses are endorsed by the principal in accordance with school authority requirements. School-awarded marks are subsequently submitted to Alberta Education for recording at a time and in a manner determined by the Minister.

## Rules Governing Awarding of Credits

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the Alberta Official Transcript of High School Achievement.

## Number of Senior High School Credits in French as a Second Language and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. Students may earn any number of credits in the study of second languages, but a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

## Awarding and Reporting Dual Credits

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the [Provincial Dual Credit Strategy](#) will create more opportunities for high school students to earn both high school and post-secondary credits for the same coursework and will allow for these opportunities to be reported on the Alberta Official Transcript of High School Achievement.

High schools that have a dual credit partnership with a post-secondary institution (e.g., through a memorandum of understanding) may designate in PASI that a high school course is aligned with a post-secondary course.



Where a student is enrolled in high school and presents an approved external credential to their school, credits may be awarded by the principal for courses associated with that credential and a mark of "P" for pass is submitted into PASI. In addition, the external credential can be added to the student's record in PASI. The Alberta Official Transcript of High School Achievement will report the approved external credential as well as the course code and credits awarded.

For more details on dual credit, approved external credentials and their associated course codes, contact [Citizenship and Career Pathways Branch](#).

## Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under [Transfer Points \(Recommended\) and Course Sequences for Senior High School](#) in the Courses and Programs section.

Students may transfer from a lower-level sequence to a higher-level sequence. For example, in senior high school social studies, students may transfer from the 10-2, 20-2, 30-2 sequence to the 10-1, 20-1, 30-1 sequence. For specific course sequences, refer to the transfer sequence charts under Transfer Points (Recommended) and Course Sequences for Senior High School in the Courses and Programs section. Students who transfer from a 10-1, 20-1, 30-1 sequence to a 10-2, 20-2, 30-2 sequence, or from a 10-2, 20-2, 30-2 sequence to a 10-4, 20-4 sequence, should transfer into the sequence at the next grade level (e.g., Social Studies 10-1 to Social Studies 20-2). Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10-1 and then transfer to Social Studies 20-2 will not receive credits for Social Studies 10-2.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See [Retroactive Credits](#) in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10-1, then successfully complete Social Studies 30-2 should receive waived credits for Social Studies 20-2 and earned credits for Social Studies 30-2.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

See [Transfer Points \(Recommended\) and Course Sequences for Senior High School](#).

The school authority shall clearly state the criteria to be met by a student who wishes to change program routes.

## Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.



Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Students who choose to transfer from one level to another within a subject (for example, Social Studies 30-1 to Social Studies 30-2) must do so by the dates specified in the [Diploma Examinations Program General Information Bulletin](#). These deadlines have been established so that there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parent or guardian is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the [Course Challenge](#) provision. For more information, see the *Diploma Examinations Program General Information Bulletin*.

## Prerequisite Standing

[School Act](#), Section 39

In accordance with the Minister's authority under section 39 of the *School Act*, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. For more information, see the [Provincially Authorized Senior High School Courses and Course Codes](#) on the Alberta Education website.

## Course Challenge

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

The course challenge provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

### Definitions

**Assessment** refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

**Course** refers to a course at any level in a course sequence.

**Course sequence** refers to a sequence of courses that together comprise a complete set of prerequisites (e.g., French Language Arts 10-1, 20-1, 30-1).

**Summative evaluation** refers to the final evaluation of learning outcomes.



## Diploma Examination Courses

The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (70%) and the diploma examination mark (30%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will **not** result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

## Course Challenge for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged. Student performance and quality of work are to be evaluated by an Alberta certificated teacher who has expertise in the language course being challenged. Only a Francophone school in Alberta can offer course challenge and credit for Français.

### Français 30-1, 30-2

Senior high school students whose parents have rights under section 23 of the [Canadian Charter of Rights and Freedoms](#), and who are currently attending a school other than one administered by a Francophone Regional authority, may challenge Français 30-1 or 30-2 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this section apply.

## Exceptions

The course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course.

Students are not permitted to challenge the following courses:

- Agriculture Safety (AGR3000)
- all Green Certificate Program courses
- all Registered Apprenticeship Program (RAP) courses
- Career and Technology Studies (CTS) courses completed in grades 7, 8 and 9
- Career Internship 10
- locally developed/acquired and authorized courses, with the exception of locally developed language courses
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Workplace Practicum 20-4 and 30-4
- Workplace Readiness 10-4
- Workplace Safety Systems (HCS3000).

## Students

Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal. For diploma examination courses, this applies only to the school-awarded mark component.

The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).



A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

## High School Principal

Course challenges shall be administered by a senior high school according to its policy only after the student is enrolled in senior high school.

A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to successfully handle the course at the next level. For more information, see the Marks, Credits and Reporting section below.

The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.

The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.<sup>1</sup> Only a principal of a Francophone school in Alberta can award credit for Français courses.

The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

## Marks, Credits and Reporting

The senior high school principal shall report a student's achievement in a course challenge according to the requirements in [Reporting Student Achievement in Senior High School Courses](#) in the Student Assessment in Senior High School section.

A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

The percentage mark for the course challenge is to be reported in PASI.

<sup>1</sup> Heritage Language Schools should contact the [Programs of Study and Resources Sector – Mathematics, Arts and Communication](#) for guidelines in the administration of the course challenge provision.



The principal must ensure that the student challenging a course is aware that, upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Official Transcript of High School Achievement for prerequisite courses, the student must successfully challenge each individual course. In this situation, it is recommended that the student challenge the course sequence in sequential order (i.e., 10-level, then 20- and 30-levels respectively). Otherwise, upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" will be granted by the principal for courses lower in the course sequence.

For example, if a student wishes to challenge Spanish Language and Culture 30-3Y and also earn percentage marks for Spanish Language and Culture 10-3Y and Spanish Language and Culture 20-3Y, then the student should challenge the course sequence in sequential order. Otherwise, the student who only challenges Spanish Language and Culture 30-3Y will receive a "P" for Spanish Language and Culture 10-3Y and 20-3Y. For more information, see [Waiver of Prerequisites and Credits for Waived Prerequisite Courses](#).

If a student chooses to take the course in the same semester in which they attempt a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's Alberta Official Transcript of High School Achievement.

A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course.

### School Authorities

Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

Each school authority shall establish procedures to communicate to parents and students the availability of and procedures for course challenges.

A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, except for those courses in the [Exceptions](#) section above.

A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation). A student wishing to challenge Français courses should be referred to a Francophone Regional authority.

### Funding

Consult the [Funding Manual for School Authorities](#) for funding information related to the course challenge provision.

## Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in the [Provincially Authorized Senior High School Courses and Course Codes](#) on the Alberta Education website may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgements are made on an individual basis, not for an entire class of students
- it is in the student's best interest.



Note that only a principal of a Francophone school in Alberta can award a waiver of prerequisites and/or credits for waived prerequisite Français courses.

In the case of CTS, the student must present documentation that indicates that they have met the learning outcomes and safety requirements of the prerequisite course. This documentation could be:

- an external industry certificate
- records from a junior high class
- a letter from a previous teacher or principal
- a credible portfolio
- an existing project that demonstrates their skills.

The principal must also take into consideration that the prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate and, therefore, requires an actual grade.

Examples:

- A student who is waived into English Language Arts 30-1 and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1 then earns credits for English Language Arts 30-2 should receive waived credits for English Language Arts 20-2.

Upon the student's successful completion of the next or higher-level course in a given sequence, the principal shall report any waived prerequisite course or courses in PASI. Only a "P" is accepted for the mark. Credits are then granted for the waived prerequisite course or courses. The Alberta Official Transcript of High School Achievement will report the course code and credits awarded. The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

## Exceptions

The waiver provision outlined above does not apply to the following courses:

- Agriculture Safety (AGR3000)
- all Green Certificate Program courses
- Career Internship 10
- locally developed/acquired and authorized courses, with the exception of locally developed language courses
- Physical Education 10
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Workplace Practicum 20-4 and 30-4
- Workplace Readiness 10-4
- Workplace Safety Systems (HCS3000).



## Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students under [Mature Students](#) in the Diploma and Certificate Requirements section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied:

### **COURSES ELIGIBLE FOR RETROACTIVE CREDITS<sup>①</sup>**

<b>Registered Course Reported Failed: Semester/School Year A</b>	<b>Alternative Course Passed: Semester/School Year B</b>	<b>Alternative Retroactive Credits: Semester/School Year B</b>
<u>English Language Arts</u>  English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
<u>Français<sup>②</sup></u>  Français 10-1 Français 20-1 Français 10-2	Français 20-2 Français 30-2 Français 20-4	Français 10-2 Français 20-2 Français 10-4
<u>French Language Arts</u>  French Language Arts 10-1 French Language Arts 20-1	French Language Arts 20-2 French Language Arts 30-2	French Language Arts 10-2 French Language Arts 20-2
<u>Mathematics</u>  Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2	Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 Mathematics 30-3	Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 Mathematics 20-3
<u>Social Studies</u>  Social Studies 10-1 Social Studies 20-1 Social Studies 10-2	Social Studies 20-2 Social Studies 30-2 Social Studies 20-4	Social Studies 10-2 Social Studies 20-2 Social Studies 10-4
<u>Science</u>  Science 10 Science 14	Science 24 Science 20-4	Science 14 Science 10-4
<p>① The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.</p> <p>② Note that only a Francophone school in Alberta can award retroactive credits for Français.</p>		

Courses for which retroactive credits have been granted will have the course code and credits reported on the Alberta Official Transcript of High School Achievement.



A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A"/School Year "A."
- At the end of Semester "A"/School Year "A," the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student's file for the student to be eligible for retroactive credits in the following years.
- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester "B"/School Year "B."
- The principal subsequently submits into PASI, in the appropriate reporting period for Semester "B"/School Year "B," a pass mark in the higher-level alternative course completed.







## Frame of Reference of the Committee

[Student Evaluation Regulation, AR 177/2003](#)

The Minister, under section 12 of the *Student Evaluation Regulation*, may appoint members of the Special Cases Committee.

## Membership of the Committee

The Committee is chaired by the Director, Examination Administration, and is comprised of five other directors or executive directors of Alberta Education, or their designates, as approved by the chair.

## Responsibilities of the Committee

The Committee is responsible for hearing appeals resulting from decisions on matters, including the following:

- rulings related to disputed out-of-province high school credit decisions
- rulings on disputed evaluations, results of evaluations or diploma requirements
- rulings on student evaluation or diploma requirements where no Alberta Education policy or precedent exists
- determining the mature student status of individuals
- reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate under the circumstances.

The Committee will only consider matters that have been previously considered by the school, board and Special Cases and Accommodations Team where the matter remains unresolved. On receipt of a decision of the Special Cases Committee, the person who made the request(s) may request in writing that the Minister of Education review the decision.

## Directions for Contacting the Committee

Individuals who have explored all other avenues of appeal at their school authority level and with the Special Cases and Accommodations Team may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission must provide reasons for the appeal, along with any other supporting information and documentation, if necessary.

Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent, if applicable, of the school authority where the individual received instruction.

Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, [Provincial Assessment Sector](#).







## Introduction

[School Act](#), Section 39(1)

Pursuant to section 39(1) of the *School Act*, the Minister may authorize instructional materials for use in schools.

Learning and teaching resources are those print, non-print and digital resources used by students and/or teachers to facilitate learning and teaching. Many learning and teaching resources—developed by publishers, Alberta Education or Alberta teachers—are available for use in implementing school programs.

Alberta Education authorizes learning and teaching resources in four categories:

- student basic resources
- student support resources
- teaching resources
- distributed learning resources.

Authorization indicates that the resources meet Alberta Education's evaluation criteria (e.g., curriculum congruency; instructional and technical design; [Guidelines for Recognizing Diversity and Promoting Respect](#); preference for Canadian content; and First Nations, Métis and Inuit Content Validation); however, the use of authorized resources is not mandatory for program delivery.

A [database](#) of all authorized learning and teaching resources is available on the Alberta Education website. Some authorized learning and teaching resources and provincial resource subscriptions are available digitally from [LearnAlberta.ca](#).

Under section 60(2)(b) of the *School Act*, a school board may develop or acquire instructional materials for use in programs or in schools, subject to section 39. In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency; instructional and technical design; [Guidelines for Recognizing Diversity and Promoting Respect](#); preference for Canadian content; and First Nations, Métis and Inuit Content Validation.

For more information on authorized learning and teaching resources, contact the [Operations and Implementation Support Sector – Business Support and Resource Authorization Standards](#). For information on French-language authorized learning and teaching resources, contact [French Language Education Services](#). For information on the learning and teaching resources and provincial resource subscriptions available digitally from [LearnAlberta.ca](#), contact [LearnAlberta.Feedback@gov.ab.ca](mailto:LearnAlberta.Feedback@gov.ab.ca).

## Student and Teacher Resources

Student and teacher resources are high quality resources that support student learning and the implementation of Kindergarten to Grade 12 programs of study and educational initiatives. Based on the extent to which they meet evaluation criteria, resources are authorized by Alberta Education as:

- **student basic resources**, which address the majority of general and specific outcomes of a course(s), or address the majority of general outcomes and/or specific outcomes across two or more grades or subject areas in the provincial programs of study, or substantial components of an educational initiative
- **student support resources**, which address some of the general and specific outcomes of a course(s), or address some of the general and/or specific outcomes across two or more grades or subject areas in the provincial programs of study, or some components of an educational initiative
- **teaching resources**, which support the implementation of courses, provincial programs of study, or educational initiatives, or the attainment of the goals of education.



Alberta Education does not prescribe teacher instructional practices. The ministry authorizes student and teacher resources to assist teachers in identifying instructional materials to support student learning. The use of authorized resources is not mandatory. Student and teacher resources may include print and digital formats (e.g., books, DVDs, CD-ROMs, manipulatives, computer software, online resources) used in a variety of settings and delivery modes to facilitate the implementation of provincial courses and programs of study, and educational initiatives.

### Distributed Learning Resources

Distributed learning resources are high quality learning resources intended for the development and delivery of distributed learning in Alberta's ECS to Grade 12 education system. Distributed learning resources are available both online and in print format, and are designed for a variety of learning environments (e.g., distance, home education, classroom and blended). These resources are designed in a modular format, with each module consisting of student-centred learning resources that motivate and guide students as they work through a variety of learning experiences, assessment opportunities and integrated multimedia. They meet the evaluation criteria and address the general and specific outcomes of a course as outlined in the provincial programs of study. Online distributed learning resources are available for students and teachers in Alberta from [LearnAlberta.ca](http://LearnAlberta.ca). Archived multimedia and distance learning resources are also available to registered teachers in Alberta at [LearnAlberta.ca](http://LearnAlberta.ca).

### Education Standing Offers

Alberta Education, in consultation with stakeholders, has established a series of Education Standing Offers (ESOs) for a wide variety of products and services. The ESO system enables jurisdictions to acquire products from a centralized catalogue at education pricing levels that would not be available using independent purchasing arrangements.

For more information about ESOs, visit [Education Standing Offers \(ESOs\)](#) on the Alberta Education website.

### Services for Children/Students with Visual Impairments

For children/students with visual impairments, Services for Students with Visual Impairments (SSVI) produces and loans to schools alternate format learning resources (e.g., braille, electronic text, large print and digital audio), learning kits and special equipment (e.g., braille input/output, closed-circuit televisions). To borrow alternate format materials or special equipment, visit [Services for Students with Visual Impairments \(SSVI\)](#) on the Alberta Education website.

To access the special equipment online training modules, visit the [Vision Education Alberta](#) website.

### Digital Textbook Repository for Students with Disabilities

The digital repository on [LearnAlberta.ca](http://LearnAlberta.ca) houses grades 4 to 12 student basic textbooks in the four core subject areas. School staff can access digital, PDF textbook files by agreeing to follow a specified terms of use agreement. By agreeing to the terms of use, teachers can access these resources for their eligible students with learning, cognitive, physical and vision-loss-type disabilities. For information on how to access the repository, visit [Digital Repository for Students with Disabilities](#) on the Alberta Education website.

## LearnAlberta.ca

[LearnAlberta.ca](http://LearnAlberta.ca) offers engaging digital learning and teaching resources for Alberta's ECS to Grade 12 community. These multimedia resources can be accessed from any computer with a high-speed Internet connection. Visitors must sign in to access the full complement of resources. Jurisdiction usernames and passwords are distributed to school authorities and school principals.



## Alberta Education Contacts

Alberta Education can be contacted in a number of ways. To be connected by telephone toll-free from anywhere in Alberta, dial 310-0000 and when prompted dial the desired number.

**General Inquiries:** Telephone: 780-427-7219

The electronic address (URL) for Alberta Education is <http://education.alberta.ca/>.

Unless otherwise noted, the mailing address for Alberta Education is:

44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6

### Communications

7th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5  
Telephone: 780-422-4495  
Fax: 780-427-7733

### Education Supports Sector

#### Learner Services

Telephone: 780-415-0783  
Fax: 780-422-2039

#### School Accreditation and Standards

Telephone: 780-427-7235  
Fax: 780-427-5930

#### School and Community Supports for Children and Youth

Telephone: 780-422-6538  
Fax: 780-422-2039

### Field Services Sector

#### Field Services – Central Services

Telephone: 780-427-5381  
Fax: 780-422-9682

#### Field Services – Greater Edmonton Services

Telephone: 780-427-9296  
Fax: 780-422-9682

#### Field Services – Metro Services

Telephone: 780-415-9312  
Fax: 780-422-9682



**Field Services – North Services**

Telephone: 780-427-5394

Fax: 780-422-9682

**Field Services – South Services**

Telephone: 403-297-6354

Fax: 403-297-3842

**First Nations, Métis and Inuit Education**

Telephone: 780-415-9300

Fax: 780-638-3871

**French Education Services Sector****French Language Education Services**

Telephone: 780-427-2940

Fax: 780-422-1947

**Field Services – Francophone**

Telephone: 780-643-1796

Fax: 780-422-1947

**Official Languages in Education Programs**

Telephone: 780-427-5538

Fax: 780-422-1947

**Information and Technology Management Sector****PASI and Student Records****Help Desk**

Telephone: 780-427-5318

Fax: 780-427-1179

**Student Enrollment and Marks**

Telephone: 780-422-9337

Fax: 780-427-4708

**Transcripts and Diplomas**

Telephone: 780-427-5736

**Learning and Technology Resources Sector****School Technology**

Telephone: 780-427-9001

Fax: 780-415-1091

**Services for Students with Visual Impairments**

12360 – 142 Street NW

Edmonton, Alberta T5L 4X9

Telephone: 780-427-4681

Fax: 780-427-6683

Email: [edc.ssvi@gov.ab.ca](mailto:edc.ssvi@gov.ab.ca)Internet: <http://education.alberta.ca/teachers/resources/prb/ssvi.aspx>



## Operations and Implementation Support Sector

### Business Support and Resource Authorization Standards

Telephone: 780-427-2984

Fax: 780-422-9735

### Cross Curriculum Infusion

Telephone: 780-427-2984

Fax: 780-422-3745

Telephone: 780-674-5350 (Barrhead)

Fax: 780-674-6561

### Curriculum Design Supports and Production

Telephone: 780-422-3244

Fax: 780-422-9157

Telephone: 780-674-5350 (Barrhead)

Fax: 780-674-6561

### Curriculum Standards and Implementation Coordination

Telephone: 780-427-2984

Fax: 780-422-9735

## Policy and Planning Sector

### Corporate Planning

9th Floor, Commerce Place

10155 – 102 Street

Edmonton, Alberta T5J 4L5

Telephone: 780-422-0870

### International Education Services

Telephone: 780-427-2035

Fax: 780-644-2284

Internet: <http://education.alberta.ca/students/internationaleducation/>

### Policy and Legislative Services

9th Floor, Commerce Place

10155 – 102 Street

Edmonton, Alberta T5J 4L5

Telephone: 780-643-0844

Fax: 780-422-5126

## Programs of Study and Resources Sector

### Citizenship and Career Pathways

Telephone: 780-427-2984

Fax: 780-422-3745

### Mathematics, Arts and Communication

Telephone: 780-427-2984

Fax: 780-422-3745

### Sciences and Wellness

Telephone: 780-427-2984

Fax: 780-422-3745



**Provincial Assessment Sector**

Telephone: 780-427-0010  
Fax: 780-422-4200

**Special Cases and Accommodations**

Telephone: 780-427-0010  
Fax: 780-422-4889

**Research, System Assurance, Engagement and Teacher Relations Sector****System Assurance**

Telephone: 780-643-9193  
Fax: 780-422-9682

**Strategic Financial Services Sector****School Finance**

8th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5  
Telephone: 780-427-2055  
Fax: 780-427-2147

**Teaching and Leadership Excellence Sector**

Telephone: 780-427-2045  
Fax: 780-422-4199

**Other Contacts****Alberta Distance Learning Centre****Alberta Distance Learning Centre**

Box 4000  
Barrhead, Alberta T7N 1P4  
Telephone: 780-674-5333  
Fax: 780-674-7593  
Toll-free: 1-866-774-5333  
Internet: <http://adlc.ca>

**Calgary Office for Alberta Distance Learning Centre**

341 – 58 Avenue SE  
Calgary, Alberta T2H 0P3  
Telephone: 403-290-0977  
Fax: 403-290-0978  
Toll-free: 1-866-774-5333 (ext. 6200)



**Edmonton Office for Alberta Distance Learning Centre**

HSBC Building  
Suite 300, 10055 – 106 Street  
Edmonton, Alberta T5J 2Y2  
Telephone: 780-452-4655  
Fax: 780-427-3850  
Toll-free: 1-866-774-5333 (ext. 6100)

**Centre francophone d'éducation à distance**

HSBC Building  
Suite 300, 10055 – 106 Street  
Edmonton, Alberta T5J 2Y2  
Telephone: 780-452-4655  
Fax: 780-427-3850  
Toll-free: 1-866-774-5333 (ext. 6124)

**Alberta Scholarship Programs**

4th Floor, Sterling Place  
9940 – 106 Street  
Edmonton, Alberta T5J 4R4  
Telephone: 780-427-8640  
Fax: 780-427-1288

**Apprenticeship and Industry Training**

10th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5  
Telephone: 780-427-8765  
Fax: 780-422-7376  
Internet: <http://tradesecrets.alberta.ca>

**Queen's Printer Bookstore**

7th Floor, Park Plaza Building  
10611 – 98 Avenue  
Edmonton, Alberta T5K 2P7  
Telephone: 780-427-4952  
Fax: 780-452-0668  
Internet: <http://www.qp.alberta.ca>







## APPENDIX 2: ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS PRIOR TO 1994–1995

General High School Diploma Requirements	1987–1988 and prior	1988–1989	1989–1990 through 1993–1994
<b>Core</b>			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	10	15	15
Mathematics/Mathématiques	5	5	8
Science/Sciences	3	6	8
Career and Life Management/Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
<b>Additional Requirements</b>			
10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits	10★	10	10
<b>Specified Credits</b>	45	57	62
<b>Unspecified Credits</b>	55	43	38
<b>Minimum Credit Requirement</b>	100	100	100

★ Social Studies 30 or 33 could be used as five additional 30-level credits for 1987–1988 and for the prior time frame.

Advanced High School Diploma Requirements	1987–1988 and prior	1988–1989 through 1991–1992	1991–1992 through 1993–1994
<b>Core</b>			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	15	15	15
Mathematics/Mathématiques	15	15	15
Science/Sciences	11	11	15
Career and Life Management/Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
<b>Complementary Category C★★</b>	–	10	10
<b>Specified Credits</b>	58	72	76
<b>Unspecified Credits</b>	42	28	24
<b>Minimum Credit Requirement</b>	100	100	100

★★ **Category C** – Complementary Courses.



**A Second Languages**

English 10–20–30<sup>❶</sup>  
 French 10–20–30  
 French 10S–20S–30S  
 French 10N–20N–30N  
 French Language Arts 10–20–30  
 German 10–20–30–31  
 Italian 10–20–30  
 Latin 10–20–30  
 Spanish 10–20–30  
 Ukrainian 10–20–30  
 Ukrainian 10S–20S–30S  
 Ukrainian Language Arts 10–20–30

**B Fine Arts**

Art 10–20–30  
 Art 11–21–31  
 Drama 10–20–30  
 Music 10–20–30  
 Music 11–21–31  
 Music 12

**C Business Education**

Accounting 10–20–30  
 Basic Business 20–30  
 Business Calculations 20  
 Business Communications 20  
 Business Education 10–20–30  
 Computer Literacy 10  
 Computer Processing 10–20–30  
 Dicta Typing 20  
 Law 20–30  
 Marketing 20–30  
 Office Procedures 20–30  
 Record Keeping 10  
 Shorthand 20–30  
 Typewriting 10–20–30  
 Word Processing 30

**D Home Economics**

Clothing and Textiles 10–20–30  
 Food Studies 10–20–30  
 Personal Living Skills 10–20–30

**E Industrial Education**

Auto Body 12–22–32  
 Automotives 22–32  
 Beauty Culture 12–22–32  
 Building Construction 12–22–32  
 Drafting 10–20  
 Drafting 12–22–32  
 Electricity 22–32  
 Electricity–Electronics 12  
 Electronics 22–32  
 Food Preparation 12–22–32  
 Graphic Arts 22–32  
 Health Services 12–22–32  
 Horticulture 12–22–32  
 Industrial Education 10–20–30  
 Machine Shop 12–22–32  
 Mechanics 12  
 Piping 12–22–32  
 Production Science 30  
 Related Mechanics 22–32  
 Sheet Metal 12–22–32  
 Visual Communications 12–22–32  
 Welding 12–22–32

**F Physical Education**

Physical Education 10–20–30

<sup>❶</sup> Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.



## APPENDIX 3: INTEGRATED OCCUPATIONAL PROGRAM (IOP) CERTIFICATE OF ACHIEVEMENT REQUIREMENTS PRIOR TO 2006

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits <sup>①</sup>
English Language Arts <sup>②</sup>	8/9	2/3	Eng Lang Arts 16 (3) 26 (3) 36 (3) <sup>③</sup> or Eng Lang Arts 16 (3) 26 (3) and 20-2 (5) or Eng Lang Arts 16 (3) and 20-2 (5)
Social Studies	5/6	1/2	Social Studies 16 (3) 26 (3) or 10-4 (5) 20-4 (5) or Social Studies 13 (5) or 10-2 (5) or Social Studies 16 (3) 23 (5) or 10-4 (5) 20-2 (5)
Mathematics	3	1	Mathematics 10-4 (3) or Mathematics 10-3 (5) or Mathematics 16 (3) or Mathematics 14 (5) or Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16 (3) or Science 14 (5)
Physical Education	3	1	Physical Education 10 (3, 4, 5)
Career and Life Management	3	1	CALM (3) <sup>④</sup>
Core Courses	25/27 <sup>⑤</sup>		
Courses selected from the Occupational Clusters <sup>⑥ ⑦</sup> <ul style="list-style-type: none"> <li>• Agribusiness</li> <li>• Business and Office Operations</li> <li>• Construction and Fabrication</li> <li>• Creative Arts</li> <li>• Natural Resources</li> <li>• Personal and Public Services</li> <li>• Tourism and Hospitality</li> <li>• Transportation</li> </ul>	40          65/67 Specified Credits <sup>⑤</sup> 13/15 Unspecified Credits <sup>⑤</sup>	2  2  1	Occupational courses 16 or 10-4 level – recommended minimum of 10 credits  26 or 20-4 level – recommended minimum of 20 credits  36 or 30-4 level – required minimum of 10 credits

(continued)



- ❶ Credits are indicated in parentheses.
- ❷ To be considered for a Certificate of Achievement, a student must successfully complete the English language arts requirements.
- ❸ Francophone students in IOP must take Français 10-4 (5), Français 20-4 (5) and Français 30-4 (5), in addition to the English language arts courses indicated above.
- ❹ See information on exemption from the CALM requirement.
- ❺ Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.
- ❻ One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program to meet the 10-credit requirements.
- ❼ Students may meet the 40-credit occupational course requirement by completing:
  - IOP occupational courses from among the clusters listed above, AND/OR
  - 40 credits in CTS courses including 10 credits in advanced-level courses, AND/OR
  - 40 credits in RAP including two 35-level RAP courses, AND/OR
  - 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
  - any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses or 36-level occupational courses or ten advanced-level CTS courses.



NOTICE FORM UNDER SECTION 50.1 OF THE SCHOOL ACT

Date: \_\_\_\_\_

Dear Parent/Guardian:

Your child is currently enrolled in a course of study or educational program that [circle one]:

- a) includes subject matter that deals primarily and explicitly with \_\_\_\_\_  
[specify religion or human sexuality]; or
- b) uses an instructional material or exercise that includes subject matter that deals primarily and explicitly  
with \_\_\_\_\_ [specify religion or human sexuality].

The subject matter is contained in the following areas:

\_\_\_\_\_  
[identify the theme/outcome of the course of study, educational program, or instructional material, or exercise  
that contains the subject matter].

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional  
material, or exercise is:

\_\_\_\_\_  
[identify the learning outcome associated with the identified subject matter].

Instruction involving the subject matter will be provided on \_\_\_\_\_  
[specify date and time].

Pursuant to section 50.1(2) of the *School Act*, you as a parent/guardian may request that your child be excluded  
from the above-identified instruction, without academic penalty, by having your child either:

- a) leave the classroom or place where the instruction is taking place or where the instructional material is  
being used for the duration of that part of the instruction; or
- b) remain in the classroom or place where the instruction is taking place without taking part in the instruction  
or use of instructional material.

**In order to exercise this option, you must sign and return the attached exemption form to**  
\_\_\_\_\_ [specify individual] **on or before the date of the instruction indicated**  
**above. If this form is not returned before that date, your child will be included in the instruction above.**

If you would like additional information about the content of this notification, please contact

\_\_\_\_\_ [specify individual]

\_\_\_\_\_ [identify Principal/Teacher and school board]



## STUDENT EXEMPTION UNDER SECTION 50.1 OF THE SCHOOL ACT

TO: Principal/Teacher of \_\_\_\_\_ [identify school], of  
 \_\_\_\_\_ [identify school board].

In response to the notice provided to me by the Board of Trustees of \_\_\_\_\_ [name of school board] dated \_\_\_\_\_ [date of notice] indicating that a course of study or educational program in which my child is enrolled, or an instructional material or exercise used in a course of study or educational program in which my child is enrolled, includes subject matter that deals primarily and explicitly with \_\_\_\_\_ [specify religion or human sexuality], I, \_\_\_\_\_ [name of parent/legal guardian], in accordance with section 50.1(2) of the *School Act*, hereby request that my child, \_\_\_\_\_ [name of child], be excluded from the instruction, exercise or the use of instructional material identified in the notice.

I request that my child: (*check relevant box*)

- ☐ A) Leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

**OR**

- ☐ B) Remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

I confirm that I am the parent/legal guardian of \_\_\_\_\_ [name of child] and have chosen to exercise my option to have my child excluded from the instruction described in the notice from \_\_\_\_\_ School [name of school] on the dates indicated in the notice. I also confirm that it is my obligation to ensure that this form is returned to the school principal/teacher on or before the date of the instruction indicated in the notice.

The child to whom this exemption notice applies is: \_\_\_\_\_ [name of child]  
 Grade: \_\_\_\_\_

\_\_\_\_\_  
 Parent/Legal Guardian

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Independent Student

\_\_\_\_\_  
 Date